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# SAINT MICHAEL'S COLLEGE 1993-1994 GRADUATE CATALOGUE

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**SAINT MICHAEL'S COLLEGE**

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Winooski Park  
Colchester, Vermont 05439  
802-654-2100

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(802) 654-2100

## CONTENTS

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Saint Michael's College.....	3
The Campus .....	5
Admission to Graduate Study .....	6
Academic Policies .....	8
Student Services.....	11
Educational Fees and Expenses .....	13
Financial Aid .....	14
Graduate Programs:	
Administration and Management .....	16
Clinical Psychology .....	23
Education .....	26
Teaching English As A Second Language.....	38
Theology and Pastoral Ministry.....	42
Administrative Officers .....	48
Graduate Faculty.....	49
Map of the Campus.....	51
Academic Calendar.....	52

Saint Michael's College is accredited by the New England Association of Schools and Colleges. The College is a member of the American Council on Education, the National Association of Independent Colleges and Universities, the Association of American Colleges, the National Catholic Educational Association, the College Entrance Examination Board, the New England Colleges Fund, the Vermont Higher Education Council and the Association of Vermont Independent Colleges.

Saint Michael's believes in...and practices...nondiscrimination. It does not, and will not in the future, discriminate against applicants for admission or for employment, students or employees on the basis of race, national or ethnic origin, color, religion, age, sex or handicap.

Saint Michael's reserves the right to change various prices and policies without prior notice. The College will, however, make every effort to notify schools, students and prospective students of significant changes.



**WINOOSKI PARK**  
**COLCHESTER • VERMONT • 05439**





# SAINT MICHAEL'S COLLEGE

## STATEMENT OF MISSION

Saint Michael's College, founded in 1904 by the Society of Saint Edmund and conducted under its auspices, is an independent non-profit educational institution chartered by the State of Vermont. Saint Michael's College is a Catholic institution of higher education in the liberal arts tradition. The mission of Saint Michael's College is to contribute to the development of human culture and enhancement of the human person in the light of the Catholic faith.

Saint Michael's College strives to be an academic community which promotes the pursuit of truth, the development of virtue and high levels of excellence in all its academic, social, and religious programs with a view to bettering the human condition. Saint Michael's College shall endeavor to conduct its various programs in accordance with policies that are consistent with the principles of the Catholic faith, especially those of truth, justice and charity, and to promote these principles in fulfillment of its mission throughout the world. Saint Michael's College seeks to enrich the knowledge of Catholicism in its various dimensions and in relationship to various disciplines and fields of knowledge, and to promote the moral and spiritual development of the entire College community.

## MESSAGE FROM PAUL J. REISS, PRESIDENT

"The graduate programs of Saint Michael's College are important in the mission of the College. It is the purpose of Saint Michael's to provide quality higher education not only as a service to students, but also through those students to benefit the community and the society generally. Each of the graduate programs at Saint Michael's was established because the College possessed the personnel, facilities and resources which, through an academic program, would be brought to bear on a specific educational need. The programs in Administration, Education, and Clinical Psychology serve primarily local and state community needs with the Theology and Pastoral Ministry program and the Teaching English program enrolling students from the nation and the world. In conducting its graduate programs, Saint Michael's will continue to develop these programs for which the resources of the College can effectively address a definite need for graduate education. Despite the diverse nature of our graduate programs, they are united in a common commitment to academic excellence. Graduate students and faculty will recognize, I hope, their common interests in graduate level academic pursuits and will play an increasingly active role in the life of Saint Michael's College. The College will, indeed, benefit from full participation of its graduate students and faculty in its academic community."

## COLLEGE HISTORY

### SAINT MICHAEL'S COLLEGE: ITS DEVELOPING TRADITIONS

#### THE VERMONT TRADITION

The College was founded in 1904 in Winooski Park, Vermont, by The Society of Saint Edmund (Edmundite Fathers and Brothers), who had come to the United States in the late 19th century after having experienced religious persecution in France. The choice of the Green Mountain State as a place to minister to the educational needs of God's people has proved to be most fortunate, as the attractive Vermont campus of Saint Michael's is now one of its most important characteristics.

Although Saint Michael's was experiencing steady growth, by World War II it had reached an enrollment of only 250 students. It was after the Second World War, however, with the return of military veterans, that Saint Michael's College, like other institutions of higher learning, expanded dramatically. Enrollment soon increased to 1,145 students; barracks were acquired from nearby Fort Ethan Allen to accommodate the sudden expansion. What for a time appeared a bit like a military installation was, in fact, a healthily developing college, which was becoming ever better known and respected.

Gradually, the military look disappeared, to be replaced by an array of fine brick buildings, all enhancing educational opportunities at Saint Michael's: Cheray Science Hall in 1949, Saint Michael the Archangel Chapel in 1965, the Durick Library in 1968, the Ross Sports Center in 1973, the McCarthy Arts Center in 1975, and the Bergeron Education Center in 1979. Dedicated in 1987 was Saint Edmund's Hall, a most impressive academic center that includes classrooms and faculty offices for most departments and laboratories for psychology and journalism. Saint Edmund's was creatively designed to connect with Cheray Science Hall and Jemery Hall, thus forming an attractive courtyard. A major addition to the library in 1992 has added to the tradition of an attractive and functional campus in a beautiful Vermont setting.

In 1964, Saint Michael's acquired a North Campus when it received from the Federal Government 13 buildings and 116 acres of land at Fort Ethan Allen, about one mile from the Main Campus. With the construction of Saint Edmund's Hall, however, all academic programs including the International Programs have been consolidated on the Main Campus. There remains a small student residential community on the North Campus. The dorms, houses, and popular townhouses, along with the other facilities, give Saint Michael's its character as a residential Vermont community.

#### THE LIBERAL ARTS TRADITION

Over the years, Saint Michael's College has not wavered from its original commitment to quality liberal arts. A program of studies, known as the Saint Michael's Plan, was developed at the College in the years following World War II featuring a core of courses in philosophy, theology, English, humanities, and the sciences. This program also required students to concentrate in one subject, but allowed for a number of elective courses. The goal



of the Saint Michael's Plan was to develop well-educated and highly principled graduates.

In 1971, the Saint Michael's Plan was changed. The core curriculum was discontinued, and in its place students were required to elect a stated number of courses from specified areas of study. The College remained dedicated to a liberal arts education, since the disciplines represented in the core curriculum were also represented in this new distribution requirement. Further change took place in 1982, when a restructured core curriculum was instituted, and in 1991, when some important elements were added.

Saint Michael's College in 1992 changed its degree requirement to specify the number of credits needed for graduation rather than the number of courses. This permitted the offering of courses with varied credit value. Courses with greater breadth and depth, for example, justify four credits rather than the three which had been the standard in the past; students in some semesters take four rather than five courses.

The changes in the curriculum have all taken place with a view to achieving the goal of effective teaching and learning in a liberal arts tradition. The focus on teaching, with close student-faculty relationships, has remained through the years a strong feature of the academic program at Saint Michael's.

In recent years the academic program has been further strengthened with courses providing a global perspective, which is reinforced at Saint Michael's by the enrollment of a significant number of students from around the world. Multicultural perspectives are also being increasingly emphasized within the academic program.

## THE CATHOLIC TRADITION

Saint Michael's College continues and seeks to further strengthen its tradition as a Catholic college. This is a tradition in which members of the Society of Saint Edmund have been joined by laymen and laywomen imbued with Judeo-Christian faith and values. The Board of Trustees is composed of ten members of the Society of Saint Edmund and twenty laypersons. The Chairman of the Board is the Superior General of the Society. Three laymen have served as President of the College from 1969 to the present.

The Catholic tradition is carried on by Edmundites and laypersons in the religious studies, theology, philosophy and other academic programs and in the Campus Ministry program. In addition to liturgies, which are generally well attended, the Campus Ministry program sponsors a number of volunteer service programs in which a large number of students become involved in issues of peace and justice. The College attempts to conduct all its activities in accordance with principles of the Catholic faith.

The Board of Trustees has recently reaffirmed the Catholic mission of the College, which is carried out in an ecumenical manner. The College welcomes students of any faith; approximately 15-20% of the students are not Catholic. Faculty and staff, regardless of personal religious affiliation, contribute to the mission of the College to promote Christian values within the College community and in the world.

## A TRADITION OF COMMUNITY

People observing Saint Michael's College often comment on the College's fine community spirit. In fact, the close community is one of Saint Michael's strongest traditions. A survey of new students indicated that 97% of the respondents were drawn to Saint Michael's because of "the relatively small size of the College,

allowing for close relationships among students and staff." The College does not plan to grow beyond its present enrollment of about 1,650 students. What is most important is that Saint Michael's is known as a caring community, and this is evident in faculty-student relationships, as well as in many opportunities for guidance through Campus Ministry, the Student Resource Center and other student life offices. The College's volunteer programs in the wider community inspired President George Bush in 1990 to identify Saint Michael's as a point of light, the first college in the nation to be so named.

Saint Michael's is unusual among colleges in the degree to which parents of current students are brought into the College community. Over 160 parents actively support the College through the Parents Admission Association and the Parents Fund Committee. They assist the Office of Admission in contacts with prospective students and their parents, and the Development Office with the Parents Fund.

The alumni of Saint Michael's College continue to be valued members of the Saint Michael's family. For many, close ties to the College are furthered as younger brothers and sisters, nephews or nieces and eventually their own sons and daughters enroll as students. The Alumni Admission Association actively assists the Office of Admission in a variety of ways.

The four traditions taken together give Saint Michael's its distinctive identity. They contribute to the positive personal and academic experience of students and continue to attract prospective students to the College.

## GRADUATE STUDIES AT SAINT MICHAEL'S COLLEGE

Saint Michael's College has been active in Graduate Education for over 40 years. From 1940 to 1959, a variety of Master's level programs were offered including a Master of Education degree; Master's of Arts degrees in English, French, History, Latin and Sociology; and Master's of Science degrees in Biology, Chemistry, and Mathematics. These early programs were offered only in the summer and generally were directed to training religious and other teachers serving in Catholic schools.

By the mid-1960's, most of these early programs were phased out. However, the M.Ed. was continued, and the 1960's saw the initiation of the Master of Arts in Theology (1962) and the Master of Arts in Teaching English as a Second Language (1963).

In 1979, the Master of Science in Administration degree was added to Saint Michael's graduate offerings. During this time, graduate courses were also offered on a year-round basis in order to meet the needs and interests of the growing numbers of students who wished to pursue advanced studies at the College. In addition, a number of educational options such as certificate programs, summer institutes and special workshops were developed to broaden opportunities for specialized study. In the 1970's, the Master of Science in Counseling degree was developed and in 1983 evolved into the Master of Arts in Clinical Psychology.

At present, almost 750 students are enrolled on a part- or full-time basis in five continuing graduate programs. In general, Saint Michael's graduate programs focus on the development of practical as well as theoretical skills and the preparation of professionals whose interests lie in community, educational, or public service.



## GRADUATE STUDIES EDUCATIONAL PURPOSE

The Graduate programs at Saint Michael's exemplify the Saint Michael's College tradition of quality education that prepares students to contribute to both a chosen field of study and the social community. Saint Michael's programs respond to educational needs in Vermont, nationally and internationally by providing practitioner-oriented programs in a variety of fields. In these professional fields of study, students are expected to achieve a level of competence and scholarship that will mark them as leaders. Saint Michael's graduate programs provide opportunities for life-long learning, giving students and faculty the chance to share a process of educational and social growth meant to enrich both professional and personal experiences, and the academic environment. It is hoped that Saint Michael's graduate students, faculty and staff will also strive to reflect the moral values of the College in all aspects of their professional and personal lives, not only on the campus and in the workplace, but in church and service affiliations, in political participation, in family and neighborhood interactions, and in contacts with people from different countries and cultures.

## THE CAMPUS

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The following paragraphs describe the Saint Michael's environment. Our campus, coupled with the splendor of the Green Mountains and the vitality of the Burlington area, offers a superb environment in which to learn, to recreate, to grow.

Saint Michael's campus shares, and cherishes, an environment that by any standard is exceptionally beautiful. Mount Mansfield, Vermont's tallest peak, rises out of the morning mist to our east; and the view of the sun setting over Lake Champlain and the Adirondacks is often a spectacular one. Our own hilltop overlooks the winding Winooski River and covers a landscaped 430 acres, divided into the Main and North campuses.

### THE MAIN CAMPUS

**Founders Hall**, the original College building, was built on a site once occupied by a farmhouse. At one time the building housed all of the College functions, including dorm space, dining hall, gym, and classrooms. It now doubles as a residence hall and administrative office space. The bell tower atop Founders has long served as a symbol of Saint Michael's College.

**Jemery Hall** is a classroom and administrative building. The Department of Management Information Systems and Academic Computing and many of its resources are also located in Jemery Hall. The Offices of Graduate Studies, Continuing Education, and Graduate Theology and Pastoral Ministry are on the ground floor of Jemery.

**St. Edmund's Hall**, completed in 1987, is an attractive three-story L-shaped academic building that connects Cheray and Jemery Halls to form an academic quadrangle. Instructional space in the 70,000 square foot building meets high academic standards. Modern audiovisual capabilities and computer-assisted instruction provides support for all academic programs.

**Cheray Science Hall** is the science classroom and laboratory building.

**Bergeron Education Center** features a modular classroom that can be adjusted in size according to the individual situation, faculty offices and a seminar room.

**Klein Center** houses the **Admissions and Financial Aid Offices and Student Resource Center**.

The **Michael and Margaret McCarthy Arts Center** is the cultural center of the campus. The fine arts have long been of interest to our students and the McCarthy Arts Center provides a wonderful facility for their use. Among other capabilities, the center contains one of the most modern and well-equipped theaters in the nation. The proscenium type theater is the scene of many student and professional productions, including a summer stock program with Equity Actors.

Music is another major emphasis at the McCarthy Arts Center. Acoustically, the recital hall is very refined and, in addition to providing a superb auditorium for visiting vocal and instrumental artists, the recital hall gives students and student groups the opportunity to perform on campus. The building contains music practice rooms, a recording booth and electronic recording equipment for student and instructional use.

The **Chapel of Saint Michael the Archangel** is the spiritual center of the campus. The Sunday folk mass attracts capacity crowds and participation in many aspects of the liturgy is encouraged. Contemporary in design, the chapel seats 1,000.



**Alliot Student Center**, recently renovated and expanded, includes the main dining hall, a snack bar, offices for student organizations and the student services staff, the College bookstore, and meeting and function spaces.

**Vincent C. Ross Sports Center** is the College's center of athletic activity. Included in the building are a 2,400 seat gymnasium with three full basketball courts and two volleyball courts.

In other areas of the Sports Center are an NCAA regulation six-lane swimming pool with a 1-meter diving board, men's and women's locker rooms, training facilities and a weight room. Nearby are fields for soccer, baseball, field hockey, lacrosse and softball, as well as outdoor tennis courts.

## THE RESIDENCE HALLS

**Alumni, Joyce, Lyons and Ryan** are the main residence halls. They are located in a landscaped quadrangle within easy walking distance of the classrooms, library, sports center and student center.

**Hodson Hall** offers a suite-type living situation for about 50 upperclass students.

**The Townhouse Apartments**, built in three clusters, provide apartment-style housing to nearly 300 upperclass students. A typical townhouse apartment features a furnished living room, dining area and kitchen on the first floor, with bedroom space for four students (double or single rooms) on the second floor.

Each Townhouse is very energy efficient, utilizing a heat storage system and high R-value insulation. Students who make a conscientious effort to conserve energy throughout the year will receive a rebate on energy costs.

**International Commons**, similar in appearance to the Townhouses, accommodate groups of international students enrolled in specially designed programs in English as a Second Language. Three buildings, each housing four apartments with three double bedrooms apiece, are clustered around a commons building designed for classes and other functions.

## THE NORTH CAMPUS

Our North Campus was at one time an army fort built to protect the area from the threat of an invasion from the north. This historic landmark now provides space for a number of organizations, including Saint Michael's College. Once known as Fort Ethan Allen, North Campus is located just one mile from the Main Campus. A free shuttle bus connects each campus. During the warmer months faculty and students enjoy walking or bicycling between campuses.

On the North Campus there are a number of small residence halls. Some are regular dormitories, while others are apartments. This is often thought of as preferred housing and is usually reserved for upperclass students. Dining facilities are also available on the North Campus.

The **Sloane Art Center** provides studios for painting, sculpting, drawing and graphics and offices for AFROTC. Other facilities on the North Campus include a theater, our fire station, and service buildings. Also located on North Campus are studios of Vermont Public Radio and Educational Television.

The North Campus, with its echoes of horse-mounted soldiers and elaborate officers' homes, is an active segment of Saint Michael's College. Its tree-lined streets and conveniently located residence halls are a wonderful supplement to the facilities on the Main Campus.

## ADMISSION TO GRADUATE STUDY

Saint Michael's College seeks graduate students who possess qualities of intellect and character that will enable them to benefit from and contribute to a rigorous program of advanced studies. Each applicant is judged on individual merit without regard for race, color, creed, sex, age, religion, and national or ethnic origin. An otherwise qualified individual will not be excluded from admission solely by reason of his/her handicap.

All persons applying for graduate study, including certificate programs, must complete the entire admissions process. An admissions packet containing all the necessary instructions and forms is available upon request from the Office of Graduate Studies or from the respective graduate program.

The decision to admit a student to graduate study is made by program directors in consultation with the Vice-President for Academic Affairs. All persons seeking admission to graduate study should confer with the program director or faculty advisor before a final admissions decision is made.

## APPLICATION PROCEDURES

International students should also refer to "Admissions Procedures for International Students", which describes additional admissions procedures and requirements for applicants who are not citizens of the United States.

### 1. *Application for Admission to Graduate Study*

Applicants must complete an application for admission to a graduate program and return it to the Office of Graduate Studies or to the appropriate graduate program together with the non-refundable application fee.

### 2. *Transcripts*

Applicants must have an official transcript sent directly from the college or university granting the bachelor's degree to the Office of Graduate Studies or to the appropriate graduate program. Official transcripts should also be sent reflecting records of any graduate work previously undertaken or completed.

### 3. *Letters of Recommendation*

An applicant for admission must submit names and addresses of two individuals who can recommend the applicant for graduate work, unless a respective graduate department does not have this requirement.

### 4. *Test Scores*

Applicants should review individual program requirements to determine whether the graduate program to which they are applying requires submission of standard test scores.

### 5. *Specific Program Requirements*

Some of the College's advanced degree and certificate programs have requirements for admission in addition to the general requirements for admission listed here.

### 6. *Notification of Admission Decision*

Applicants are notified of the admissions decision soon after their file is complete and all requirements of the admission process have been satisfied.

## REQUIREMENTS FOR ADMISSION

Persons may be admitted if the requirements listed below are met.



1. The applicant has completed a bachelor's degree from an accredited college or university. Normally, a minimum grade point average of 2.8 is required.
2. The applicant has completed all specific admission requirements of the degree or certificate program.
3. The applicant has completed any prerequisite courses required for the program.

## REQUIREMENTS FOR CANDIDACY

Each graduate program determines when the requests for Candidacy will be considered. It must be granted or denied before completion of twelve (12) credit hours of graduate study. For Graduate Theology and Pastoral Ministry, see page 42. Each program reviews applications for Candidacy to ensure that the quality of work is of sufficient caliber to indicate promise of successful completion of the master's degree program.

Students should file a formal plan of study upon Candidacy, where appropriate, indicating the various courses or areas of study that will constitute their degree program.

Admission to Candidacy is approved by the program director. Any student who fails to make formal application for Candidacy risks having only twelve (12) credit hours of graduate study already completed applied to the degree.

## STUDENT STATUS

Students are classified in one of the categories listed below.

1. An **auditor** is a student who receives no credit, but must complete the normal admission and registration procedures. Fees are reduced for auditors. (May include degree and nondegree students.)
2. An **unclassified student** or nondegree student is one who is registered for credit, but is not formally admitted to a degree program. (May include degree and nondegree students.)
3. A **special student** is tentatively admitted to a degree program but still fulfilling early course or area requirements and not yet admitted as a full candidate.
4. A **degree student** is no longer an unclassified student program but has been formally admitted to a program of study through the application process.
5. A **certificate student** is admitted on either a pre-degree or post-degree level. Information on the certificate programs is available in the program area descriptions.

## ADMISSION PROCEDURES FOR INTERNATIONAL STUDENTS

International students are invited to apply for admission to graduate study with Saint Michael's College. In addition to all admissions procedures and requirements described previously and listed under the program areas, international students must also submit:

1. A statement verifying that the applicant has sufficient financial resources to provide for academic and personal expenses while attending Saint Michael's College.
2. Applicants for whom English is not a native language may be required to submit an official copy of the test results of the Test of English as a Foreign Language (TOEFL). See appropriate program for minimum TOEFL requirements.
3. Students who are not citizens of the United States must file an I-20 form.

Some college housing is available for international graduate students. There are limited numbers of private apartments for rent

in the community. Students should contact the Housing Office at Saint Michael's College for assistance. Housing arrangements must be made prior to the student's arrival on campus.

## UNDERGRADUATES ENROLLING IN GRADUATE COURSES

Matriculated Saint Michael's College undergraduate students with senior status with a minimum 3.0 G.P.A. may, under very limited conditions, request permission to take Graduate courses for Undergraduate credit on a space available basis, with permission of Advisor, Registrar and Graduate Director. Tuition is considered as part of undergraduate assessment.

Saint Michael's College undergraduate students may take graduate courses for graduate credit if undergraduate requirements have been fulfilled and with Graduate Director and the Vice President of Academic Affairs approval. The Graduate Director may require application for the program.



## ACADEMIC POLICIES

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### STUDENT RESPONSIBILITY

It is the responsibility of each student to take the initiative to plan his/her program and to meet all requirements in accordance with the graduate catalogue and the specific requirements of each graduate program.

### ADVISING

Students are encouraged to meet with the program director (and in some programs with the faculty advisor) for advice and assistance in designing programs of study and in understanding program requirements.

### FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

The Family Educational Rights and Privacy Act of 1974 pertains to student educational records maintained by Saint Michael's College. The Act states that students, and parents of dependent students, can have access to their educational records. At the same time, the Act protects the rights to privacy of students by limiting the transferability of records without their consent. The following guidelines are presented to assist all members of the Saint Michael's Community to understand the provisions of the Act as they apply to Saint Michael's College.

#### *College Policy on Student Access to Educational Records*

All students and former students will have access to their educational records upon written request to the applicable office. Each office will comply with all requests within a reasonable length of time, but not later than forty-five (45) days from the date of the written request. Educational records include academic records, confidential letters and statements.

Any written notation of updating to a permanent record that affects a student's academic standing filed with the Registrar becomes part of the student's permanent file. Records not covered by the Act include any record received prior to January 1, 1975, financial records of parents, private notes of faculty and administrative officers, law enforcement records, and medical or psychiatric records. A physician or psychiatrist may review medical or psychiatric records if requested by the student.

Students may waive, in writing, access to recommendations and evaluations. A waiver must be filed with each individual office. The Act does not provide for blanket waivers of access to all educational records.

A student who requests access to an educational record is expected to present valid identification and to use good judgment as to the time and work problems of the office in which the records are maintained.

#### *College Policy on Release of Confidential Records*

The College will not release any educational record concerning any student or former student unless a written statement authorizing such a release is received from the student or former student.

Exceptions to this policy are:

1. Faculty and staff members having legitimate educational interests in the record;
2. Authorized federal and state officials in the process of administering educational programs;
3. Requirements for the administration of the Financial Aid Program;
4. Accrediting organizations carrying out their accrediting function;
5. Parents of a dependent student;
6. Directory information (see below);
7. Organizations conducting studies on educational programs, provided that the identity of the student is not revealed; and
8. In an emergency situation involving the health or safety of the student or other persons.

The College will advise all recipients of student records that only authorized persons may see the records. Each College office will keep a record of all individuals requesting or receiving student records, except as noted in Item I above.

#### *Directory Information*

The College may, in the course of the school year, release to the public certain information regarded as directory data. If a student desires that this information not be publicized, he/she must request in writing on an annual basis that such information not be published. Saint Michael's College considers the following to be "Directory Information":

- Name and Address
- Telephone Number
- Date/Place of Birth
- Academic Concentration
- Dates of Attendance
- Degrees and Awards
- Previous School Attendance

#### *Hearings*

A student may challenge any educational record that he/she feels to be inaccurate, misleading, or a violation of privacy. This policy does not apply to academic grades received for coursework except when there is reason to believe that an error was made in recording grades to the transcript.

When a student desires to challenge a record, every effort should be made to resolve the question with the office involved. If this is not possible, the student must submit in writing to the Coordinator of the Family Educational Rights and Privacy Act of 1974 a statement outlining the alleged inaccurate, misleading or inappropriate data or statement contained in the record. The Coordinator will appoint an impartial College official who will conduct a hearing within forty-five (45) days of the written request. The results of the hearing will be transmitted in writing to the student and all other parties involved. The student may appeal the decision to the President of Saint Michael's College. The President's decision will be final.

The above policy statement is subject to amendment from time to time and is also subject to approval by the Board of Trustees.



## DISCRIMINATION

Applicants for admission to the College as students, as well as applicants for employment and employees, are protected from sex discrimination under the provisions of Title II of the Education Amendments of 1972.

### *Family Educational Rights and Privacy Act Coordinator*

John Sheehey  
Registrar  
Jemery Hall 288  
(802)654-2571

## HANDICAPPED STUDENT SERVICES

Services for handicapped students are coordinated through the Office of the Vice President for Student Affairs. The College Engineer deals with facility accessibility issues and supports the services coordinated by student affairs. Any questions or concerns about such services should be directed to:

Michael D. Samara  
Vice President for Student Affairs  
Alliot Hall 105  
802/654-2566

David Cutler  
College Engineer  
Founders Annex  
802/654-2653

## COURSE LOAD AND REGISTRATION

Requirements for graduation are measured in terms of semester credit hours. Students spend approximately two to three hours in preparation for each hour of class time. Most courses are assigned three (3) credits. A full-time graduate student is one who carries nine (9) or more credits in the fall and spring semesters, and six (6) or more credits in the summer session. Special permission from the program director is necessary to carry a load of more than nine (9) credits in the fall, spring, or summer semester. Students must apply for admission and be accepted prior to or upon completion of six (6) credit hours or risk not having additional credits applied toward the degree.

Registration procedures are outlined in the class schedule sent to students by mail each semester. Students may wish to meet with the appropriate program director or faculty advisor before registering for courses. All course changes, withdrawals, special arrangements and program termination must be approved by the appropriate program director. Payment in full, or approved deferment arrangement, must be made prior to the first class meeting. Registration will be canceled for students not satisfying these obligations. Students will not graduate, receive grades or transcripts of records until all financial obligations are met.

## COURSE ADDITIONS

A student adding courses must do so before three (3) contact hours in the course have passed. To add a class after initial registration, students may need permission of the program director, and must complete the registration process with the Registrar's Office before attending class.

## WITHDRAWAL FROM COURSES

Students may withdraw from courses prior to the last day of class. The student must submit a drop form to the program direc-

tor. The director will sign the form, notify the instructor, and forward the form to the Registrar. Up until the end of the drop/add period (normally four class hours) students may withdraw and no notation for that course will be made on the permanent record/transcript. A grade of "WD" will be assigned for courses dropped before fifty percent of class hours are completed. After that period, students withdrawing from a course need to consult with the course instructor and program director and will receive a grade of "WP" - withdrawn passing or "WF" - withdrawn failing, dependent upon the quality of work completed. "WF" grades do enter into the grade point average (same as "F" -0.0 grade points). Two "WF" grades may result in dismissal from the program.

Tuition refunds are based upon the date on which the Registrar's Office is notified of the withdrawal. (The tuition refund schedule is noted in the semester schedule.)

Unofficial drops or withdrawals, or those received after the last class, will result in a failing grade for the course.

The College does not automatically drop students or assign "WD" grades to students who register for a course and then choose not to attend. Formal notification must be given to the Registrar's Office.

## GRADES AND GRADE POINTS

In the graduate programs, grades are reported and recorded by letters that have numerical equivalents and the following grade point values:

<i>Grade</i>	<i>Numerical Equivalent</i>	<i>Qualitative Equivalent</i>	<i>Grade Point</i>
A	96-100	Above average graduate - level work	4.0
A-	90- 95		3.7
B+	85- 89		3.3
B	80- 84	Average graduate-level work	3.0
B-	75- 79		2.7
C	70- 74	Below average graduate level work	2.0
F	0-69	Failure	0.0
WD	Withdraw		0.0
I	Incomplete		0.0
XT	Extended for thesis work	Thesis work to continue following semester	0.0
AU	Audit		0.0

The cumulative grade point average (CUM GPA) is computed by dividing the total number of grade points earned by the total number of credits attempted, based upon coursework at Saint Michael's College.

A "B" or 3.0 average must be maintained to continue work in a graduate program at Saint Michael's College and to receive a Master's degree or certificate. Students whose grade point average falls below 3.0 will be subject to review by the Graduate Academic Review Board. The Review Board will determine whether or not the student will be allowed to continue in the program.

Only two (2) "C" grades are allowed.



## INCOMPLETE GRADES

A grade of "I" (Incomplete) is assigned only in the case of a student who, for illness or circumstances beyond his/her control, has missed a final examination or major assignment. A student must gain approval from the program director and course instructor. If an "I" grade is not made up within three (3) months' time, an "F" grade is assigned.

A grade of "XT" (Extended for Thesis Work) is given at the end of the semester to a student enrolled in a thesis course when work on the thesis will continue in the following semester. To receive this temporary grade the student must submit to the Registrar's Office a form, signed by the instructor, requesting the grade for the following semester. In addition to the semester following enrollment in the course, the student and the instructor may request that the "XT" be continued for one more semester, after which, if the thesis is not completed, a grade of "F" is assigned. The student will be charged the equivalent of one credit for each semester the "XT" grade is carried.

## AUDIT

A student may audit a course with the approval of the instructor and program director. The student receives no credit or grade and does not complete assignments or take examinations. The student may not claim credit at a later date. The charges for auditing are listed in the course schedule with tuition fees.

## ACADEMIC DISQUALIFICATION

Graduate students will be academically disqualified and not permitted to continue their graduate studies if a third "C" or an "F" is earned.

## TRANSFER OF CREDIT

Students may request the transfer of credits for graduate study completed at another accredited institution. With the approval of the program director, a maximum of six (6) graduate credits may be accepted.

The only course credits considered for transfer will be those that are applicable to the student's program in which a grade of "B" or better was attained and which were completed within five (5) years of the application for transfer. Credits that have been applied to complete a degree are not transferable. Transfer credits will be recorded only after completion of at least twelve (12) credits, or upon Candidacy. Students will be charged \$5.00 per credit for requested transfer credits.

## MODIFICATION OR WAIVER OF REQUIREMENTS

Students who wish waiver or modification of a course or academic requirement must gain the approval of the program director. Waiving a course does not grant credit, but means that the student does not have to enroll in the course and may substitute an elective course if needed. Students should review individual program requirements and policies.

## SPECIAL ARRANGEMENTS

The courses Independent Study, Directed Readings, Practicum, Internship, or Tutorial are special areas of graduate study, and the

purposes and requirements of each vary from program to program. Students must meet with the appropriate program director for planning and approval before registering for one of the above special arrangements.

## TIME LIMIT

There is a seven (7) year Statute of Limitations requirement. The student must complete the Master's degree program within seven (7) years from the start of the first semester of coursework. Certificate programs may have different requirements, and students should consult individual program information. Only under special circumstances may students petition for an extension.

## CONTINUOUS ENROLLMENT

Part-time graduate studies are encouraged at Saint Michael's College. Nevertheless, once admitted into a degree or certificate program, it is important that the student show regular and continuous progress toward the degree (or certificate). In general, this is taken to mean not less than six (6) graduate credits in a given academic year, fall/spring/summer, though individual programs may have their own criteria.

Students who do not enroll continuously should meet with the program director prior to subsequent enrollments to determine if changes in the program have occurred. Students who do not enroll continuously may be subject to new program requirements and a review of course recency and transfer credit.

## COMPLETION OF A DEGREE PROGRAM

A student is eligible to graduate upon completion of all degree requirements (refer to individual program areas) and with an overall 3.0 grade point average.

Students may graduate at any one of four times during the year: May, June, August or December. Graduation ceremonies are held once each year in May. Students who complete degree requirements in August or December are invited to participate in ceremonies the following May. Upon completion of all degree requirements, students are sent an unofficial copy of their transcript. This normally is sent within one month after the semester ends. Diplomas are usually available within eight to twelve weeks after the end of the semester.

At the beginning of the academic year in which a candidate plans to complete a Master's degree program, he/she should:

1. Meet with the program director to review coursework and student file to date, and to review requirements remaining for completion of the degree; and
2. Submit an "Intent to Graduate" form to the Registrar's Office, indicating intended graduation date.

## GRADE REPORTS, TRANSCRIPTS AND ACADEMIC RECORDS

Grade reports are issued at the end of each term by the Registrar's Office and are mailed to the student at his/her residence.

Official transcripts of a student's complete record may be requested in writing by the student from the Registrar's Office. A transcript charge of \$2.00 per copy is requested.

The College reserves the right to withhold grade reports or transcripts if the student has unmet financial obligations to the College.



The academic records of students are in the custody of the Director of the Student Information Center/Registrar. These records are considered confidential and are managed generally according to the *Guide Developed by the Committee on Records Management and Transcript Adequacy of the American Association of Collegiate Registrars and Admission Officers*. Transcripts of a student's work are usually released only at the request of the student. Academic information released concerning the students otherwise is generally limited to date of birth, dates of enrollment at Saint Michael's College and degrees earned here, home and local addresses, and verification of signature. The College adheres to both the spirit and the letter of The Family Educational Rights and Privacy Act of 1974.

## WITHDRAWAL FROM DEGREE PROGRAM

A student must notify the program director in writing of his/her intent to withdraw from a degree program. In year-round programs, if a student does not register for a period of more than one academic year, and does not notify the program director in writing, it will be assumed that the student has withdrawn. It will be necessary to apply for reactivation, and in some cases to reapply to the program if the student wishes to resume the graduate program. The student may be subject to catalogue changes.

## ATTENDANCE AT CLASSES

Regular attendance at all classes is essential. Each student is expected not to be absent without good cause. Each program or instructor may set criteria for attendance and excessive absence.

## PROFESSIONAL ETHICS AND ACADEMIC HONESTY

Graduate students are expected to adhere to high standards of professional responsibility, conduct and integrity in all areas of graduate study, whether academic or otherwise. Copies of the College's "Academic Integrity Policy" are available in the Office of Graduate Studies.

# STUDENT SERVICES

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Saint Michael's offers a variety of student services to their graduate students. Some of these services are explained below. Additional information can be requested through the program directors of the individual offices.

## LIBRARY

The *Saint Michael's College Library*, with its staff of six professionals and sixteen full and part-time support personnel provides a wide range of library materials for the Saint Michael's community. The library contains over 160,000 volumes of bound books and periodicals, over 100,000 pieces of microforms, and over 40,000 other non-book materials including pamphlets, slides, filmstrips, records, cassettes and video recordings. Almost 1,000 periodical subscriptions and over 1,200 serials are received on a regular basis. Students may use five different CD-ROM based computerized public-access periodical indexes in addition to over 80 different printed indexes. On-line computer data base searches are also available and are performed by competent professional librarians.

The library is open over 100 hours per week while classes are in session. It is open extended hours during final exams. Reference service is available during most of the day and evening. In the event they cannot find what they need within the library's walls, students are encouraged to use interlibrary loan. The library participates in an interlibrary loan network linking hundreds of libraries across the state and country.

A recently completed renovation and expansion of the library nearly doubled its size. In addition to expanded room for books, the library catalogue has terminals located around the building, attractive study areas and carrels, and a vending area with food and beverages for students who want to relax.

In the Fall of 1992 a complete Library Automation System was installed which provides students, faculty, and staff on-line access from within the library or through any of the 200 PCs connected to MikeNet, the College's campus-wide computer network. The Library System is also available remotely through modem access.

The library is an active node in the Vermont Automated Library System (VALS) which currently allows bibliographic database searches of other Vermont college and university library database.

## BOOKSTORE

The main College bookstore sells graduate textbooks, supplies, College mementos, and small necessities. It is located on the first floor in Alliot Hall (Student Union Building).

## I.D. CARDS

All students must obtain an Identification Card. The Card is required to use the Library. I.D. Cards can be obtained from the Student Accounts Office, for students whose accounts are in good standing. I.D. cards are good for one semester only.

## PARKING

Students are requested to park in those areas marked "Student



Parking" only. During evenings and weekends, students may also park in available faculty and staff spaces. *Please do not park in handicapped spaces, loading zones, or fire lanes.* Vehicles will be towed at owner's expense when parked in those areas. Residential students are required to register their vehicles with the Security Office.

## SPORTS FACILITIES

The Vincent C. Ross Sports Center is available to graduate students. Activities and facilities available include swimming in the six-lane swimming pool with one- and three-meter diving boards, weight room, aerobics classes, tennis courts, running trails, and basketball courts. The hours these facilities are available vary each semester and may be obtained by calling 654-2500.

## FOOD AND BEVERAGES

Through the academic year (fall/spring), Greensleeves Snack Bar is open daily. It is located on the second floor of Alliot Hall (Student Union Building) and serves a selection of sandwiches, hamburgers, drinks, fruit, and snacks. Vending machines for a snack, soda, juice, or coffee are available in the first floor stairwell of Jemery Hall.

## ACADEMIC COMPUTING RESOURCES

The College's academic computing resources center around MikeNet, a PC network served by two DEC VAX 3400 computer systems. MikeNet provides print and file services, terminal emulation, PC-to-host integration, electronic mail, and a PC software library that includes WordPerfect, Lotus, Quattro, Paradox, EcStatic, and Harvard Graphics. Student access to MikeNet is provided through approximately 175 IBM and IBM-compatible terminals located in eight PC labs and terminal rooms in the Saint Michael's Library, Jemery Hall, and Saint Edmunds Hall. One of these labs, the Educational Technology Center, has been established to primarily support our undergraduate education, graduate education and graduate TESL programs. This center is available for use by K-12 educators who want to evaluate our hardware and software resources. Faculty members have access through these PC labs and through the two faculty PC rooms on campus. Within the next year, every faculty member who wants access to these resources will have a PC in his or her office; at present, over 90 percent of the faculty offices have PCs. Printer services available include dot matrix, ink jet, and laser printers. Over the next four years, the College plans to implement four additional microcomputer laboratories: three for general purpose computing, and one for computational analysis in mathematics, science, psychology, and computer science.

MikeNet also provides access to the College's on-line Library System. Our Library System is also part of a statewide network of college and public library systems known as the Vermont Automated Library System (VALS).

Through MikeNet's electronic mail facility, our computer resources can communicate (sending documents, messages, or data files) with other users within the College or, through Internet, with colleagues at other educational institutions around the world. Electronic mail is used by faculty, students, and staff; for some courses, students are required to send completed assignments, projects, or term papers in an electronic format to their instructors. As an Internet Node, our faculty, staff and students

have interactive access to many of the top academic and research libraries in the world, as well as a vast amount of research data.

The College's computing resources are maintained through a nine-member Department of Management Information Systems and Academic Computing. This staff supports all aspects of academic and administrative computing, PC and user support training, computer operations, and word processing; the staff is also responsible for voice and data communications and networking.

## THE WRITING CENTER

A free "peer-tutoring" program, The Writing Center offers help with writing skills to all Saint Michael's students, as well as hands-on teaching experience to those selected as tutors. These tutors and the faculty director read and give feedback to essays, reports, research papers, short stories, poems—any kind of writing, in any field, at any stage, from rough notes to final copy. In a relaxed, friendly atmosphere the staff responds to the development and organization of ideas, reviews grammar, punctuation, mechanics, and usage, and teaches student writers how to revise, edit, and proofread on their own. The Center is conveniently located and open afternoons and evenings five days a week.

## CAMPUS MINISTRY

Saint Michael's College is proud of its Christian Community. The Office of Campus Ministry is called upon by the College to animate and orchestrate the worshipping community for the spiritual well-being and growth of the faculty, staff, and students. To this end, the Office of Campus Ministry conducts a variety of spiritual, pastoral, and liturgical programs and activities. Some of the programs that are now being sponsored are catechetical and basic doctrinal instruction, Bible study, shared prayer, Christian fellowship, weekend retreats and social justice education. The growth and development of Campus Ministry depends upon the active involvement of the members of the worshipping community.

## EDMUNDITE ASSOCIATE PROGRAM

The Edmundite Associate Program is designed to encourage, counsel, and give Christian direction to a college student interested in religious life.

Since the first thoughts or desires about a religious vocation can sometimes be troubling, or seem complex, and because there is need of a discerning process, the Edmundite community offers to assist students in this process of arriving at a mature decision concerning religious life.

The Associate Program provides the following opportunities:

1. Spiritual direction by a member of the Edmundite community
2. Reading program
3. Retreat weekends
4. Interaction with the Edmundite community
5. Summer volunteer work in an Edmundite parish or mission

The program is open to any student who feels he has a religious vocation and desires to grow in understanding the meaning of religious life.

A student may enter the program at any time during his education at Saint Michael's College. The student is not required to make any commitment to a religious vocation or to the Edmundite community. He may withdraw from the program at any time.



Interested students may apply through the Office of Campus Ministry or the Edmundite Vocations Office.

## MOBILIZATION OF VOLUNTEER EFFORTS (MOVE)

Volunteer work is an integral part of the lives of many Saint Michael's students. One of the best-known groups of student volunteers is our **Fire and Rescue Squad**. These highly trained students provide emergency medical care and transportation not only for members of the Saint Michael's community but for residents of surrounding towns and villages, also. On duty 365 days each year, this dedicated group of men and women make over 1,200 calls annually.

Through the **Office of Volunteer Programming** students volunteer to do important work in all segments of the local community. The Big Brother/Big Sister Program, Vermont Special Olympics, and the Howard Mental Health Agency are only a few of the groups that depend on Saint Michael's College students for support. For more information call 654-2674

## STUDENT RESOURCE CENTER

Career Development services are open to graduate students. Contact the Student Resource Center for further information on services offered. Full-time graduate students, in residence, are eligible for academic, personal, and career counseling services. For more information call 654-2547.

## ROOM AND BOARD

Limited housing may be available for graduate students. For information on room and board, contact the Student Life Office, 654-2566.

## EDUCATIONAL FEES AND EXPENSES

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Among the considerations in a college decision will be how much one is able to pay for the type of education desired. In making the decision, the quality of an academic program, the size and location of an institution, the degree of personal attention given to the students and the goals and objectives of the college should be weighed carefully. The following fees are outlined for graduate students. Specific tuition and fee amounts are listed in the current course offerings schedule.

### GRADUATE TUITION AND FEES

**Application Fee** - An application fee is charged to applicants of the programs. This fee is not refundable and must be paid before the application is processed.

**Deposits** - At the time a student registers for a graduate course at Saint Michael's College he/she will be asked to make a per-course deposit to hold their space in the course. This deposit will be applied to the total semester's tuition bill. **THIS FEE IS NOT REFUNDABLE.**

**Tuition** - Full tuition and fees must be paid prior to the first class meeting. Students whose employers offer tuition reimbursement may choose to defer payment of some tuition. Such students may request deferral by filing a "Deferred Payment Agreement," available from the Student Accounts Office. This form, along with a deferred payment fee, twenty percent of tuition and 100% of all fees must be submitted prior to the first class meeting. A late payment fee will be assessed students who have not paid or deferred by the first class meeting.

Students may audit a course (attend without receiving a grade) at a substantially reduced tuition rate.

**Graduation Fee** - A diploma fee is payable at the time the "Intent to Graduate" form is filed with the Graduate Registrar. The dates for filing for graduation are under the Academic Policies section.

The graduation fee covers the expense of the diploma. This fee is payable even if a graduate does not attend the commencement exercises.

The College reserves the right to withhold registration material, the diploma, and all information regarding the record, including transcript, of any student who is in arrears in the payment of fees or other charges, including student loans and dining and housing charges.

**Room and Board** - These fees are only applicable to students desiring student housing. Details should be acquired from the Student Accounts Office.

**Lab Fee** - Certain classes require varying laboratory fees. See the Course Schedule to see if a course requires a lab fee.

**Textbooks and Supplies** - Each student is responsible for purchasing his/her own textbooks and supplies. The estimated cost of all textbooks and supplies will vary according to each program of study in which the student is enrolled.

**Health Insurance** - The College also has available, a hospital-medical-surgical plan. A brochure detailing the plan is avail-



able from the Student Accounts Office. To obtain health insurance a student must contact Student Accounts (654-2581).

**Payment of Fees** - All fees are to be paid in full prior to the beginning of each semester. Checks should be made payable to Saint Michael's College.

The following regulations should be carefully noted:

1. No reduction in semester fees is made because of the late entrance of a student.
2. All accounts are due and payable at the beginning of each semester. Late payments will subject the student to a late payment fee. In certain cases, special arrangements may be made with the Student Accounts Office for deferred payment. Failure to comply with such arrangement will result in dismissal of the student. Failure to make payment or deferral arrangements will result in revocation of course registration.
3. If a student leaves the College for any reason without having settled all his/her financial responsibilities, grades, information concerning academic, or disciplinary standing, will not be honored by the College. Likewise, diplomas of graduating students will not be released until accounts have been fully settled.
4. Unless a student's account has been settled as indicated above, he/she will not be allowed to register for courses in subsequent semesters.
5. Any scholarship awarded by the College, or financial aid programs over which the College exercises control, such as Perkins Loans (NDSL) funds, is credited to the student's account as agreed.

**Remission of Fees** - A student who withdraws from Saint Michael's College must notify the College in writing. Merely ceasing to attend classes does not constitute official withdrawal. A student who withdraws from a course without completing the withdrawal form or who is suspended or dismissed from the College is not entitled to a refund. The date of the official notice of withdrawal received by the Registrar's Office is the date used in computing any refund.

The graduate tuition refund, assuming that all financial obligations have been met, is as follows:

## REFUND SCHEDULE FOR WITHDRAWALS

### *Fall/Spring Semester Courses*

Fall/Spring semester course refunds are noted in the specific semester schedule.

### *Summer and/or Weekend Courses*

Summer and/or weekend courses are calculated by hour.

Any room and board refunds, assuming all financial obligations for the year have been met, will be computed upon request.

## FINANCIAL AID

Saint Michael's College gives all students an equal opportunity for financial aid, regardless of race, color, religion, age, sex, national or ethnic origin, or handicap.

While Saint Michael's College subscribes to the philosophy that the primary responsibility of meeting costs of continuing an education rests with the students, it also realizes that under present economic conditions there are students who do not have available means.

Financial Aid consisting of grants, loans, and work at Saint Michael's College is awarded on the basis of financial need. Some of the factors that are taken into consideration in determining the student's financial strength are: current income, assets, number of dependents, other educational expenses, debt, retirement needs and unusual circumstances.

All aid recipients must file for financial aid each year. As student circumstances and/or availability of funding change, so may the amount of distribution of financial aid.

There are three types of graduate financial aid at Saint Michael's:

- (1) Grants - awards which do not have to be repaid;
- (2) Loans - money borrowed which must be repaid;
- (3) Workstudy - funds which the student earns.

In order to receive/retain college grants and federal loans, and workstudy, the graduate recipient must have at least a "B" average or its equivalent, or academic requirements consistent with the requirements for graduation, as determined by Saint Michael's College.

## GRANTS

**Saint Michael's College Graduate Grants** - Awarded to students who are in good academic standing and have proven financial need as determined by the financial aid administrator. Amounts vary depending on need. Graduate Financial Aid Applications are available in the Financial Aid Office, Klein Building. Students must also submit a signed copy of their Federal Income Tax Return to the Financial Aid Office and complete a Free Application for Federal Student Aid and a Financial Aid Form.

**Graduate Assistantships** - Graduate assistantships provide a limited stipend for service to an academic or administrative department. Typically, an assistant's responsibility may include carrying out research for a professor or administrator, editing, assisting in instruction or administrative duties, producing written reports or documents, or carrying out other appropriate duties as assigned by a professor or administrator. Normally, a graduate assistantship will consist on the average of fifteen to twenty hours of work per week. Tuition reimbursement is normally provided to the recipient for up to 9 credits of course work each semester.

An applicant for a graduate assistantship must meet all admission requirements for the graduate program one plans to pursue. Additionally, assistants should present exemplary personal and professional records. For some assistantships, evidence of special skills may be required.

To apply for a graduate assistantship, persons should:

- A. Submit all materials for admission to graduate program.
- B. Submit letter of application for the Assistantship.
- C. Interview with personnel of the program in which the assistantship is proposed.



## LOANS

**Federal Perkins Loan Program** - The Perkins Loan is an important financial aid resource available to graduate students based on financial need. The federal government pays the interest while the student is enrolled at least half-time. Repayment begins nine months after graduation or when a student ceases to be enrolled at least half-time. The Perkins Loan bears interest at five percent per year on the unpaid balance. Eligibility for the Perkins Loan is determined by the aid administrator.

**Federal Stafford Loan Program (subsidized)** - A Stafford Loan is a low interest loan made to a student borrower by a bank or credit union. The interest rate varies between six and ten percent. Loans for *new* Stafford borrowers with academic periods beginning on or after July 1, 1988 will be subject to different interest rates. Graduate students may borrow up to a maximum of \$8,500 per year depending on financial need as determined by the Financial Aid Administrator. The total Stafford Loan debt a student can have outstanding for undergraduate and graduate studies combined is \$65,500. Students applying for the loan must file a Free Application for Federal Student Aid (FAFSA) and a Financial Aid Form (FAF), which are available in the Financial Aid Office, to establish eligibility for the loan. Students must also submit to the Financial Aid Office a signed copy of their Federal Income Tax Return. In some cases, the amount of a student's need may limit the size of the loan. Interest is paid by the federal government while the student is attending college full-time (half-time if you are a new borrower) and the principal is deferred while the student remains in school. Students should contact their lender or state higher education agency for applications and deferment information.

**Federal Stafford Loan Program (Unsubsidized)** - The Higher Education Amendments of 1992 established an unsubsidized Federal Stafford Loan Program that takes effect for periods of enrollment beginning on or after October 1, 1992.

The terms and conditions of the unsubsidized Federal Stafford Loan are similar to those of the subsidized Federal Stafford Loan (see the Vermont Stafford Loan Application and Promissory Note) with one major difference: an unsubsidized Federal Stafford Loan does not qualify for Federal interest subsidy. You are responsible for the payment of all interest that accrues on the loan from the date of disbursement. Payment of principal is not required during your in-school, grace or authorized deferment periods.

**Supplemental Loans for Students (SLS)** - Students apply through their local lender or through Vermont Student Assistance Corporation (VSAC) Education Loan Finance Program, Champlain Mill, P.O. Box 2000, Winooski, Vermont 05404. There is a maximum of \$10,000 per year (effective on loans made on or after July 1, 1993). The interest rate is a variable rate subject to change every July 1, not to exceed 11%. SLS Loans may not exceed the student's cost of attendance less the estimated assistance awarded. Students applying for the loan must file a Free Application for Federal Student and Aid (FAFSA) and a Financial Aid Form (FAF). Students must also submit a signed copy of their Federal Income Tax Return to the Aid Office.

**Vermont EXTRA Loans (EXTRA)** - These are Supplemental Loans for students. Borrowers must meet established credit standards. The interest rate is a variable rate, subject to change every July 1. There is no ceiling on this loan rate.

This loan is for those who have borrowed the maximum allowed from other education loan programs and seek additional funds. Apply directly to VSAC Education Loan Finance Program.

**NOTE** - Most federal, state, and college aid for postsecondary education is available primarily to undergraduate students. Graduate students often need to look outside of traditional sources to foundations, special grants, employer education funds, etc. to find financial assistance.

## COLLEGE WORK-STUDY PROGRAM

The College Work-Study Program is sponsored by the federal government and is administered by Saint Michael's College. The program provides part-time employment, on campus, for students who are eligible to participate. Students offered work-study will receive a bi-weekly paycheck based on the number of hours worked.

## PUBLICATIONS

The following publications are available at many libraries. We recommend that you take the time to look into them:

*Financial Aids for Higher Education.* Oreon Keeslar, Editor. William C. Brown Company, Publishers, Dubuque, Iowa.

*Need A Lift?* Published by The American Legion Education and Scholarship Program, Americanism and Children & Youth Division, Indianapolis, Indiana 46206.

*Chronicle Student Aid Manual.* Published by Chronicle Guidance Publications, Inc., Moravia, New York 13118.

*Don't Miss Out — The Ambitious Student's Guide to Scholarships & Loans.* Robert Leider, Octameron Associates, P.O. Box 3937, Alexandria, Virginia 22302.

*A Selected List of Major Fellowship Opportunities and Aids to Advanced Education for U.S. Citizens.* National Science Foundation, Publications, Room 234, 1800 G Street N.W., Washington, DC 20550.

*Paying For Your Education: A Guide for Adult Learners.* College Board Publication Orders, Department C-88, Box 3815, Princeton, New Jersey 08541.

*Directory of Financial Aids for Women.* Gail Ann Schlachter. 1978. Available from Reference Service Press, 9023 Alcott Street, Suite 201, Los Angeles, California 90036.

*Women and Fellowships.* Judith Nies. 1979. Available from Women's Equity Action League, 805 15th Street, N.W., Suite 822, Washington, DC 20005.

Also:

*The College Blue Book: Scholarships, Fellowships and Grants.*

Graduate and Professional School Opportunities for Minority Students.

The Foundation Directory.

The Grant Register.

Handbook of Aid to Higher Education by Corporations, Major Foundations, and the Federal Government.



## ADMINISTRATION AND MANAGEMENT

### HISTORY AND PHILOSOPHY

Graduate Programs in Administration and Management at Saint Michael's College include a 37- to 43-credit Master of Science in Administration degree (M.S.A.) and an 18-credit post-Master's Certificate of Advanced Management Study (C.A.M.S.). The M.S.A. degree was established in 1979 and currently enrolls approximately 250 students from a variety of backgrounds in private, public, and nonprofit organizations. The C.A.M.S. was established in 1985 and is enjoying popularity with students interested in pursuing their education beyond the Master's degree, although not necessarily in a doctoral program.

Both programs are unique in their blend of traditional approaches that characterize M.B.A. or M.P.A. degrees. The programs enable students to bring together fundamental concerns of both business management and public administration. The integration of the social and management sciences exposes the student to the complex issues of administration and management in the nonprofit, public and private sectors.

The curriculum is theory-based but course work is complemented by the student's ongoing work experience, upon which many class projects and a final thesis are based. The student body is diverse, and most students have considerable full-time work experience. This encourages a practical orientation throughout much of the program. Faculty are drawn from various disciplines and work settings. Designed specifically for working professionals, classes are scheduled on evenings and weekends or in intensive summer sessions.

### THE RUTLAND PROGRAM

Saint Michael's College began offering a Master of Science in Administration degree (M.S.A.) and a Certificate of Advanced Management Studies (C.A.M.S.) program in Rutland, in September 1989. Currently there are approximately 75 students enrolled in this program.

All Qualifying and Core courses are offered at the Rutland Campus. Many electives are also available there. There will always be the option for students to take courses on the Colchester Campus if there is a particular elective of interest, if the student wishes to complete course requirements early, or if the student misses an offering in Rutland.

### OBJECTIVES

The Saint Michael's Graduate Studies in Administration (G.S.A.) seeks to fulfill the mission of the College through a concentrated study of the nature, function, and societal role of organizations. The program emphasizes that administration is both an art and a science. Administrators and managers need a multitude of skills and abilities to be effective. It is the goal of the G.S.A. to prepare students to make sound decisions in business, government, and other service organizations influenced by diverse attitudes, values, philosophies and environments.

G.S.A. students are provided an opportunity to develop necessary administrative and management skills through course work and through the activities and assignments in the courses. In the context of class assignments, the students should exhibit the following outcomes:

- Demonstrate an ability to research, write, present, and defend reports on issues in administration and management;
- Present administrative topics using effective delivery skills and use of appropriate visual aids;
- Show proficiency in the use of computer software;
- Examine the theory and application of various decision-support models used in organizations;
  - Analyze the structure, leadership style, human processes and power relationships of given organizations;
- Select and apply appropriate and workable management techniques to cases or current situations;
- Understand how external factors, such as the economy, international arena, private, public, or nonprofit sectors impact an organization; and
- Synthesize the theories and applications learned throughout the student's experiences to a current situation.

### M.S.A. ADMISSION REQUIREMENTS

Students must submit the following for admission into the M.S.A. program:

1. A Saint Michael's Graduate Admissions Application;
2. An official bachelor's degree transcript from an accredited institution, normally with a minimum 2.8 G.P.A. This should be sent directly to the Saint Michael's Graduate Studies Office;
3. An indication of full-time relevant experience: usually at least three years;
4. Two letters of recommendation indicating evidence of academic and/or professional competence. Submit the two names for reference with your application, and the Graduate Studies Office will send out reference forms;
5. A one-page essay describing educational and career background and goals;
6. TOEFL score of 550 or higher for international students; and
7. An admissions fee.

### M.S.A. GRADUATION REQUIREMENTS

Graduation is contingent upon successful completion of all degree requirements. A student *must* file an "Intent to Graduate Form," at the beginning of the semester in which the student anticipates completing all degree requirements. The form should be approved by the Director and sent directly to the Registrar's office by September 30 for December graduation, February 1 for May graduation, and by the first Friday in July for August graduation. A diploma fee is paid when an Intent to Graduate Form is filed.

### M.S.A. DEGREE REQUIREMENTS

The M.S.A. program requires the successful completion of a minimum of 37 credits or a maximum of 43 credits of course work with a grade point average of 3.0 or higher. The degree is granted upon the student successfully completing the following requirements:

1. **Qualifying Courses** - Students must take or have previously taken the following five courses at an accredited graduate or undergraduate institution or successfully complete an assessment in the following five courses:

GSA 491	Management/Organizational Behavior
GSA 492	Introductory Economic Theory
GSA 494	Financial Accounting
GSA 495	Marketing Management
GSA 496	Business Quantitative Tools and Introductory Statistics <b>OR</b>
GSA 497	Statistics

The qualifying course requirements of Economics, Accounting, Management and Marketing may be waived by applying for Advanced Standing in any of these four courses in recognition of previous graduate or undergraduate course work completed with a passing grade not older than ten years. Business Quantitative Tools and Introductory Statistics or Statistics may be taken or waived based upon successful completion of a skills assessment. (See further information on this under #4 **Candidacy Requirements** section.)

The qualifying courses should be taken as beginning courses in the M.S.A. Students who waive three (3), four (4), or five (5) qualifying courses must still complete 37 credits to graduate, but may take the credits in elective courses. If a student waives one qualifying course, that student's degree requirements are for 40 credits; and if no qualifying courses are waived, 43 credits are required for the M.S.A.

2. **Core Courses** - Students must complete the following 13 credits:

GSA 511	Managerial Communications
GSA 513	Financial Management I <b>OR</b>
GSA 514	Financial Management for Nonprofits
GSA 515	Technical Writing (1cr.)
GSA 597	Organizational Policy
GSA 598	Thesis Seminar

GSA 511 Managerial Communications should be taken near the beginning of the M.S.A. program. GSA 597 Organizational Policy and GSA 598 Thesis Seminar are designed to be taken as capstone courses at the end of the M.S.A.

3. **Elective Courses** - Students must complete a minimum of five (5) 3-credit electives, or as many courses as necessary to complete the degree requirements of 37 to 43 credits. It is recommended, but not required, that nine (9) credits be taken in one of the following areas of specialization toward the M.S.A., with an additional six (6) credits taken outside the selected areas of specialization.

#### ORGANIZATIONAL BEHAVIOR/MANAGEMENT

GSA 520	Topics in Organizational Behavior
GSA 521	Change and Innovation in Organizations
GSA 522	Power and Politics in Organizations
GSA 523	Interpersonal Communications
GSA 524	Advanced Leadership Workshop
GSA 525	Future Shock: Management in the 21st Century
GSA 526	Entrepreneurship and Innovation
GSA 527	Legal Issues in Administration
GSA 528	Executive Decision Making
GSA 529	Managing Conflict in Organizations
GSA 540	Total Quality Management
GSA 542	Business and Nonprofit Organizations: A Comparative Analysis

GSA 543	Health Policy and Administration: Issues and Trends
GSA 544	Japanese Culture and Business
GSA 545	Management and Ethics
GSA 547	The New Business Paradigm
GSA 548	Grant Writing

#### PLANNING AND CONTROL

GSA 531	Computers in Management I
GSA 532	Computers for Managers II: The Information Toolbox
GSA 533	Strategic Management
GSA 534	Financial Management II
GSA 535	Production and Operations Management
GSA 536	Investment Analysis and Portfolio Management
GSA 537	Planning and Control Systems
GSA 538	Systems Thinking: A Management Perspective
GSA 540	Total Quality Management

#### MARKETING

GSA 548	Grant Writing
GSA 561	International Marketing
GSA 562	Sales and Sales Management
GSA 563	Sales Promotion and Advertising
GSA 564	New Product Development

#### HUMAN RESOURCE MANAGEMENT

GSA 527	Legal Issues in Administration
GSA 551	Human Resource Management
GSA 552	Labor Management Relations
GSA 554	Professional Effectiveness

Often new electives are offered under GSA 591 Special Topics.

Up to six (6) transfer credits from another accredited graduate institution with a "B" grade or better and not older than five (5) years old may be used as elective credits. Students may also take up to six (6) elective credits in the Saint Michael's College Masters' programs in Education, Clinical Psychology, Teaching English as a Second Language, or Theology. See the course descriptions and prerequisites for the courses in each program. A total of three (3) 1-credit electives (600 course number series) may be taken to equal one (1) 3-credit course. No more than three (3) 1-credit electives may be taken for the degree.

4. **Candidacy Requirements** - In order to develop students to their fullest potential in an academic setting and in their work and community organizations, students must show proficiency in writing and quantitative skills to achieve candidacy. After admission to the M.S.A. program but prior to the completion of twelve (12) credits, students must complete the candidacy requirements and apply for candidacy.

The Candidacy requirements include the following:

- Students may show proficiency in writing by satisfactorily completing:
  - a skills assessment in writing and/or
  - the non-credit writing workshop offered by Saint Michael's College or



- a writing course at another accredited institution with prior approval by the program Director.
- b. Students may show proficiency in quantitative skills by satisfactorily completing:
  - a skills assessment in Business Quantitative Tools and Introductory Statistics **OR**
  - GSA 496 Business Quantitative Tools and Introductory Statistics **OR**
  - GSA 497 Statistics.

The skills assessments will be offered once each fall and spring semester. These should be scheduled with the program Director or Graduate Studies Office.

## CERTIFICATE OF ADVANCED MANAGEMENT STUDY (C.A.M.S.)

### CERTIFICATE REQUIREMENTS

This program is designed for working professionals who have completed their Master's degree and are interested in further developing knowledge and skill areas in management and administration in private, public, and nonprofit administration.

The C.A.M.S. allows the individual the opportunity to follow a self-designed program of study and requires the successful completion of eighteen (18) credit hours or six (6) 3-credit courses in the fields of Management and Administration, drawing upon graduate-level courses offered as part of the Graduate Studies Master of Science in Administration program. The program enjoys a practical and applied orientation led by an experienced interdisciplinary faculty team.

Individuals who have Master's degrees in the fields of Administration and Management (M.S.A.), Business Administration (M.B.A.), Public Administration (M.P.A.), Economics (M.A. or M.S.), Computer Science (M.S.), Education Administration (M.Ed.) or related areas are invited to apply for admission to the C.A.M.S.

### C.A.M.S. ADMISSION REQUIREMENTS

Students must submit the following for admission into the C.A.M.S.:

1. A Saint Michael's Graduate Admissions Application;
2. An official Master's transcript degree from an accredited graduate degree program with a minimum 3.0 G.P.A. This should be sent directly to the Saint Michael's Graduate Studies Office;
3. A one-page essay highlighting autobiographical information, personal and career goals, and reasons for applying to the C.A.M.S. program;
4. Two letters of recommendation providing evidence of professional and academic competence (not necessary for Saint Michael's M.S.A. graduates). Submit the two names for reference with your application and the Graduate Studies Office will send out reference forms;
5. TOEFL score of 550 or higher for international students; and
6. An admission fee.

The C.A.M.S. Admissions packet may be requested through the Graduate Studies Office. It is recommended that the student meet with the Director to discuss the proposed C.A.M.S. course of study.

### C.A.M.S. ADMISSION PROCEDURE

1. **Application** - An "Application for Admission" to the C.A.M.S. should be completed and forwarded to the attention of the Graduate Studies Office with supporting documents (including names and addresses of two individuals whom the student believes will be willing to recommend him/her to the program).
2. **Transfer of Credit** - If an applicant has successfully completed graduate course work beyond the Master's at another institution (but the degree was not conferred), a student may request that six (6) credit hours be transferred toward the C.A.M.S. program. A "Transfer of Credit Form" must be completed and submitted with the application.
3. **Individual Program of Study Form** - The student should complete an "Individual Program of Study Form," preferably with input from the Director. Students *cannot* register for courses in this program until an individual program of study has been approved.

### C.A.M.S. COMPLETION REQUIREMENTS

Upon completion of the required eighteen (18) credits in the C.A.M.S., students will receive a certificate of completion from the Graduate Studies Office.

### M.S.A. AND C.A.M.S. SPECIAL NOTES

**Advising** - The program Director serves as academic advisor for all M.S.A. and C.A.M.S. students. Students are encouraged to seek advice or assistance with questions or concerns. The Director works with each student in planning individual programs of study upon admission and then candidacy. Students are encouraged to plan a course of study with the Director beginning with the first course.

**Student Advisory Board** - Students are encouraged to participate in the program through the Student Advisory Board. The Board has been active in suggesting curriculum updates, admissions revisions, student resource needs, and the hiring of the G.S.A. Director. If a student is interested in participating, the Director should be contacted for further information.

## COURSE DESCRIPTIONS

### ADMINISTRATION AND MANAGEMENT

*(Although the semester the course is offered is noted, this is subject to change and will vary in Rutland.)*

#### Qualifying Courses

#### GSA 491 Management/Organizational Behavior (3)

This course is the introduction to the art and science of administration. It examines and encourages the development of useful managerial skills, by familiarizing the student with the field of management as it exists today. Extensive use of the case method, analytical techniques and quantitative analysis is required of the students. Topics include goal setting, planning, organizational design, human factors in organizations, decision making and controlling. (fall)

**GSA 492 Introductory Economic Theory (3)**

This course is designed to provide an overview of basic economic principles with an emphasis on their use in management and introduces the student to both macro and micro economic theory. Major course elements include the American economy. (summer)

**GSA 494 Financial Accounting (3)**

Accounting is the language of management. This semester will be devoted to teaching the student this language by demonstrating how accounting data is recorded and used to assist in decision making and control. Business transactions are analyzed and recorded in order to assemble financial data, which is then interpreted for management planning. (fall)

**GSA 495 Marketing Management (3)**

This course will provide a review of the fundamental topics in marketing management, and expose the student to various analytical and decision making tools currently in use in the field. The course will focus on the various elements of the marketing mix, and how the marketing manager must control and integrate these elements to maximize market penetration. (spring)

**GSA 496 Business Quantitative Tools and Introductory Statistics (3)**

This course is designed as an introduction to the information in business quantitative tools and how managers use them. All students who feel weak in quantitative methods should take this course. The information gained will help students in subsequent courses. Some topics included are averages, standard deviation, sampling techniques, linear regression, linear programming, probability, and managerial forecasting techniques. (fall) **OR**

**GSA 497 Statistics (3)**

This course will provide an overview of fundamental statistical techniques and applications commonly used in finance, marketing, and production/operations. Major topics include descriptive statistics, probability, sampling, inference, and regression models. (fall)

**Core Courses****GSA 511 Managerial Communications (3)**

Effective managerial communication is communication that gets the desired results. This course is designed to enhance these managerial communication skills by learning ways to be more effective in oral and written expression. Students will learn ways to get results through the development of a communication strategy, an audience analysis, and a credibility check. Participants will develop skills in writing effective memos/letters and demonstrate skill in making oral presentations. Presentations will be taped and critiqued. (spring)

**GSA 513 Financial Management I (3)**

This course introduces the beginning student of finance to the basic principles and practices of financial management. The emphasis is on application and theory. Five major areas will be covered: fundamental concepts, financial statements and forecasting, capital budgeting, long-term financing decisions, and working capital. Special situations in finance, i.e., mergers, bankruptcy, international finance, leasing, and small business finance, will be accessible to students in the assigned text, but will not be covered in this basic course. (spring)

**Prerequisite:** GSA 494 Financial Accounting or equivalent.

**OR**

**GSA 514 Financial Management for Nonprofits (3)**

This class will explore the unique aspects of nonprofit organizations (NPO's) and approaches to effective financial management. The focus will be on the key similarities and differences compared to for-profit finance and the development of necessary quantitative skills. Specific topics to be covered include basic fund accounting, budgeting and financial planning, financial statement analysis, time value of money, and capital expenditure analysis. We will utilize a variety of readings and make regular use of case studies for class discussion.

**Prerequisite:** GSA 494 Financial Accounting or equivalent.

**GSA 515 Technical Writing (1)**

These three workshops focus on the language and techniques appropriate for transactional business writing. Students will develop an understanding of connotation, jargon, graphics, and gender bias, along with studying a variety of technical formats.

**GSA 597 Organizational Policy (3)**

The focus of this applications-oriented seminar is the integration of the theories and skills learned at the various functional levels of an organization. The course is approached from a general management point of view and emphasizes strategy formulation and implementation in the context of the conflicting goals and interrelationships which exist among the functional areas of marketing, finance, production and human resources. Pedagogy centers on class discussion and team work and utilizes teaching methods which can include case analyses, computer simulations and group projects: therefore, additional out-of-class time should be expected. (fall)

**Prerequisite:** Near completion of previous course work.

**GSA 598 Thesis Seminar (3)**

The thesis seminar is designed to give the student a framework for preparing a Master's Thesis on a topic of the student's choice in Administration/Management using concepts and tools acquired through the G.S.A. course work. This should be the student's last class in the M.S.A. Permission to enroll is granted by the Director. When the student has an anticipated semester for completion, the Director should be contacted for availability of space in the Thesis Seminar.

**Prerequisite:** Completion of or near completion of all previous course work.

*Qualifying and Core courses are usually offered each year in the designated semester on the Colchester Campus. Electives under the areas of specialization, however, may be offered in every-other-year sequencing. Check with the Director for details on scheduling.*

**Elective Courses****ORGANIZATIONAL BEHAVIOR/MANAGEMENT****AREA OF SPECIALIZATION****GSA 520 Topics in Organizational Behavior (3)**

This course will introduce students to the study of human behavior, attitudes and performance within an organizational setting. Students will learn how individual perceptions, values and actions influence work in groups, and how to lead individuals and groups to enhance individual and organizational productivity. Theoretical consideration will be followed by application exercises.



**GSA 521 Change and Innovation in Organizations (3)**

Change and Innovation prepares students to be a internal and/or external change agents in organizations. Each student will have the opportunity to implement and experience change in a simulated organizational environment. Interviews to join Change and Innovation Inc. will be conducted on the first night of class.

**GSA 522 Power and Politics in Organizations (3)**

This course will review methods on how to exercise the power and influence needed to get things done through others, especially when responsibility exceeds authority. Through the use of case studies and class simulations, students will begin to learn how to develop a sufficient resource of “unofficial” power to achieve goals, deal with conflict and foster creative team behavior. Finally, students will learn how to avoid naivete and cynicism, and how to deal with power in relationships without abusing it.

**GSA 523 Interpersonal Communications (3)**

This course provides students an opportunity to examine informal and formal interpersonal communication in the work environment. Topics include effective and ineffective communication patterns, models of communication, developing listening skills, perception, and responding styles. Theoretical considerations will be complemented with practical applications utilizing role playing, simulations, and case analyses.

**GSA 524 Advanced Leadership Workshop (3)**

This seminar provides the participants an opportunity to develop ways to implement the principles for achieving excellence (Peters and Waterman) and Situational Leadership (Hersey and Blanchard). Workshop sessions focus on theory, assessment of leader style and follower maturity, contingency contracting, change strategies, training design, and behavior modification. The development of a final comprehensive implementation plan is expected of all participants.

**Prerequisite:** GSA 491 Management/Organizational Behavior or equivalent.

**GSA 525 Future Shock: Management in the 21st Century (3)**

This course will analyze the emerging trends that will impact the “private” and “not-for-profit” sectors in the future. Through readings, lectures, and simulations, students will become familiar with the technology, knowledge and skills that will be required of managers to work in organizations of the future.

**Prerequisite:** GSA 491 Management/Organizational Behavior or equivalent.

**GSA 526 Entrepreneurship and Innovation (3)**

We will examine the processes of opportunity assessment and resource management as well as the entrepreneurial characteristics of founders and the required skills to successfully start and manage new ventures. Business planning and technology-based entrepreneurship and innovation will receive special attention.

**Prerequisite:** GSA 513 Financial Management I or equivalent.

**GSA 527 Legal Issues in Administration (3)**

This course focuses on several areas of the law that are of interest to administrators in both private and public sectors. Throughout the course, theoretical concepts are examined in an administrative context to enable the student to understand the processes by which law is made, interpreted and applied. A case approach is used, with attention given to rulings in antitrust legislation,

deregulation and equal opportunity. Some other major topics include disclosure and privacy laws, business organization, contract law, product liability, government regulation, and labor law.

**GSA 528 Executive Decision Making (3)**

This course is centered around a four-hour class simulation entitled “Looking Glass Inc.” which provides students with the experience of being a top-level manager in a mid-size manufacturing corporation. Specifically, students will have the opportunity to learn and practice decision making skills that will assist them in making critical individual, group, and organizational decisions.

**GSA 529 Managing Conflict in Organizations (3)**

This course will introduce students to the study of human behavior, attitudes and performance within an organizational setting. Students will learn how individual perceptions, values and actions influence work in groups, and how to lead individuals and groups to enhance individual and organizational productivity. Theoretical consideration will be followed by application exercises.

**GSA 540 Total Quality Management (3)**

This course is designed to help the students understand the basic philosophy, concepts, approaches, and tools of Total Quality Management (TQM). This will be accomplished by presenting information on the three major components of TQM: Continuous Quality Improvement, Statistical Quality Control, and Strategic Quality Planning; examining how a variety of organizations have adopted TQM; and enabling the students to apply the course material by evaluating a simple process and developing recommendations for improvement.

**GSA 542 Business and Nonprofit Organizations - A Comparative Analysis (3)**

This course will focus on *What Business Can Learn From Nonprofits*, since according to Peter Drucker “the best management practices and most innovative methods now come from what is called the third sector.” Through a series of management simulations, students will have an opportunity to compare and contrast the similarities and differences between For-Profit and Nonprofit organizations.

**GSA 543 Health Policy: Issues and Trends (3)**

An application of administrative theory and practice to the health services, medical care, and public health environments including hospitals and other institutions, as well as non-institutional programs and organizations. Current health policy issues will be presented and discussed. Emphasis is given to analysis and discussion of case studies.

**GSA 544 Japanese Culture and Business (3)**

Nisei (noun) = one born in America of Japanese parents.

This definition best describes the outlook of this course, namely that an exploration will be made of both Japanese and American management techniques, and then a synthesis of the best of both will be recommended. During the first third of the course the student will compare and contrast the various geographical, historical, religious, educational, linguistic, cultural, political and economic differences between the U.S. and Japan. The second third of the course will briefly examine the financial, marketing, labor, and R&D differences; then explores in detail Japanese manufacturing and problem solving techniques. The final third concludes with a look at Japanese and American companies and their decision processes; examines the transportability of tech-

niques in both directions; issues challenges for both U.S. and Japanese managers; and finally, synthesizes two approaches to form the Nisei Management Approach.

### **GSA 545 Management and Ethics (3)**

This course explores the effects of personal, corporate, and societal values on decision making in the marketplace. It assists students in the development of reasoning skills for application of ethical principles to management.

### **GSA 546 Comparative Management and International Business (3)**

This course will focus on management approaches and practices in different cultural settings, with the heaviest emphasis placed on Japan and selected European countries. The goal will be to increase each student's understanding of the global business environment and thereby enhance her/his ability to function effectively in it.

### **GSA 547 The New Business Paradigm (3)**

This is a special topics seminar which will assess how emerging paradigm shifts are restructuring the way organizations are doing business. (Paradigm shift is a distinctly new way of thinking about old problems and is usually received with coolness, mockery, and hostility.) Specifically the course will analyze these paradigm shifts and assess their impact on Organizational Behavior.

### **GSA 548 Grant Writing (3)**

This is an introductory "how to" course on research tools, budget preparation, and proposal writing for grant seekers. Students will prepare a proposal to a foundation or federal agency.

## **PLANNING AND CONTROL**

### **AREA OF SPECIALIZATION**

### **GSA 531 Computers in Management I (3)**

This is intended specifically for students with no previous computer experience. The course is designed to introduce the student to the capabilities of computers as part of an information system, and the role of information systems in facilitating decision making at all management levels. Major topics will include office automation, information systems design, management of information, and the impact of information technology on the organization. A portion of class time will be spent visiting user sites to discuss computer issues with on-site managers.

### **GSA 532 Special Topics: Computers for Managers II: The Information Toolbox (3)**

The information age has its tools no less than the manufacturing age before it. This class will introduce the programs most frequently used to retrieve, analyze, and display data on personal computers: Paradox, Lotus 1-2-3, and Harvard Graphics. The class will consist of extensive "hands-on" sessions with evaluation based on assigned and selected projects. No previous experience with any of the programs is presumed.

### **GSA 533 Strategic Management (3)**

This course will review the major skills, trends and processes that public/private sector managers will need to prepare their organizations for the future. Strategic planning models, forecasting tools, environmental scanning, portfolio analysis and business modeling techniques will be reviewed.

**Prerequisite:** GSA 491 Management and Organizational Behavior or equivalent.

### **GSA 534 Financial Management II (3)**

This course introduces the advanced student of finance to the theory and application of decisions required of the chief financial officer. Advanced topics of study include capital structure and the cost of capital, capital budgeting, financing techniques, leverage, mergers and acquisitions. The use of case analysis, readings, and class discussion will enable the student to assume the role of the financial manager in addressing the questions and issues raised in the course.

**Prerequisite:** GSA 513 Financial Management I or instructor's permission.

### **GSA 535 Production and Operations Management (3)**

This course introduces the intermediate student of management to the basic principles and practices of production and operations management. The emphasis is on application and theory. Five major areas will be covered: Decision-Making, Forecasting, Work System Design, Facilities Planning and Design, Inventory Control and Quality Assurance.

**Prerequisites:** GSA 494 Financial Accounting and GSA 496 Business Quantitative Tools and Introductory Statistics or GSA 497 Statistics, or permission of instructor.

### **GSA 536 Investment Analysis and Portfolio Management (3)**

This course provides a comprehensive coverage of both the fundamental investment analysis and modern portfolio theory. The student will examine the organization and functions of securities markets, the modern development in investment theory, the valuation of debt and equity securities, and the latest work on two increasingly important investment instruments, options and financial futures. The material is intended to be rigorous and empirical, but advanced topics are presented without overly mathematical treatment. Students will undertake a portfolio project, the result of which will be submitted in written form and presented in class.

**Prerequisite:** GSA 513 Financial Management I or equivalent.

### **GSA 537 Planning and Control Systems (3)**

This course will examine the major administrative techniques that managers and planners use in managing organizations. The following techniques will be employed: operational analysis, program analysis, network analysis (P.E.R.T.), program budgeting (P.P.B.S.), management information systems (M.I.S.), management by objectives (M.B.O.), and others.

### **GSA 538 Systems Thinking: A Management Perspective (3)**

"Systems Thinking" is one of the most important advancements in how to think and how to effectively communicate complex organizational problems. Systems thinking focuses management's attention from dealing with symptoms to addressing the root causes of problems. Students will have an opportunity to use system tools to identify, analyze, and resolve problems in their organizations.

### **GSA 540 Total Quality Management (3)**

This course is designed to help the students understand the basic philosophy, concepts, approaches, and tools of Total Quality Management (TQM). This will be accomplished by presenting



information on the three major components of TQM: Continuous Quality Improvement, Statistical Quality Control, and Strategic Quality Planning; examining how a variety of organizations have adopted TQM; and enabling the students to apply the course material by evaluating a simple process and developing recommendations for improvement.

## HUMAN RESOURCE MANAGEMENT

### AREA OF SPECIALIZATION

#### **GSA 527 Legal Issues in Administration (3)**

This course focuses on several areas of the law that are of interest to administrators in both the private and public sectors.

Throughout the course, theoretical concepts are examined in an administrative context to enable the student to understand the processes by which law is made, interpreted and applied. A case approach is used, with attention given to rulings in antitrust legislation, deregulation and equal opportunity. Some other major topics include disclosure and privacy laws, business organization, contract law, product liability and government regulation.

#### **GSA 551 Human Resource Management (3)**

This course is designed to expose the student to the issues in personnel or managing human resources in an organization.

Emphasis will be placed on the personnel planning process that attempts to define and develop human resources (people, skills and abilities) necessary to meet the organization's objectives. Major topics include job analysis, personnel recruitment, selection, evaluation, coaching, counseling, and development.

#### **GSA 552 Labor Management Relations (3)**

This is a broad survey course. Topics include the history of the American Labor Movement, the development of labor law in the United States, and analysis of the techniques and strategies of collective bargaining both for management and labor in the private and public sectors. Cases and extensive classroom participation allow exploration of various methods of dispute settlement including mediation, arbitration, and negotiation.

#### **GSA 554 Professional Effectiveness (3)**

This course is designed to help participants develop personal and professional skills that will enhance their managerial effectiveness. Participants will learn to work more effectively with others by developing a better understanding of behavioral styles: learn ways to work more effectively with difficult behavior styles; learn ways to communicate more assertively; refine listening skills; assess time-management style; learn time-management techniques; learn techniques for conducting effective meetings; develop an understanding of stress; identify signs and sources of stress; recognize stress overload; and learn stress-management techniques.

## MARKETING

### AREA OF SPECIALIZATION

#### **GSA 561 International Marketing (3)**

International Marketing will expose the student to the application of marketing techniques to the global marketplace. The course will address the changing economic, social, and political variables that a firm must deal with when it begins marketing its product or service outside the United States. The course will also focus on how

the various elements of the marketing mix can be adapted in response to these variables in order to penetrate foreign markets.

*Prerequisite:* GSA 495 Marketing Management or equivalent.

#### **GSA 562 Sales and Sales Management (3)**

This course gives the student an overview of the sales function in a marketing-oriented organization. The course will address what makes an effective sales strategy and presentation, and how the sales operations and salespeople are managed within a marketing-oriented organization.

*Prerequisite:* GSA 495 Marketing Management or equivalent.

#### **GSA 563 Sales Promotion and Advertising (3)**

Advertising and Sales Promotion focuses on the management of the entire sales promotion function. The course will consist of an in-depth analysis of the uses of advertising, public relations, and non-advertising promotional techniques. The main emphasis will be on selecting the most appropriate vehicles for transmitting the firm's message, thus increasing sales.

*Prerequisite:* GSA 495 Marketing Management or equivalent.

#### **GSA 564 New Product Development (3)**

This course focuses on the process of creating and marketing new products (or services). The course will run through the entire cycle of new product development, from identification of opportunities, design, testing and improvement, and introduction in the marketplace, to management of the product life cycle.

*Prerequisite:* GSA 495 Marketing Management or equivalent.

## ADDITIONAL COURSE OPTIONS

#### **GSA 591 Special Topics (3)**

This course will be offered on current topics when the need arises. This enables the curriculum to adapt to changes quickly.

#### **GSA 686 Independent Study (1-3) - or GSA 687 Directed Readings (1-3)**

These options are provided for students to undertake a study, project or readings effort in an area not covered through any existing courses in the regular curriculum. Students may request a faculty member with whom they have taken a course to advise them during the Independent Study or Directed Readings. With the advisor, students must complete an Independent Study or Directed Readings proposal form (available at the Graduate Studies Office) that outlines the course purpose, objectives, topics, evaluation mechanisms and outside source material. The form must be signed by both student and advisor, and submitted to the Director. The Independent Study or Directed Readings should be completed in one semester.

#### **GSA 600 Series (1)**

A student may select up to three (3) 1-credit courses to replace one (1) 3-credit elective in their M.S.A. No more than three (3) 1-credit electives will be accepted as part of the degree.

# CLINICAL PSYCHOLOGY

## HISTORY AND PHILOSOPHY

The Graduate Program in Clinical Psychology at Saint Michael's is a 60-credit degree program focused on the preparation of students for entry level professional positions in the mental health services of hospitals, clinics, colleges, schools, and human service agencies. Saint Michael's goal is to promote the integration of theory, research, and practice in the field of clinical psychology. This means providing the student with the opportunity for the in-depth study and analysis of both the research tradition of academic psychology, and the theoretical and case study tradition of professional psychology. The program is eclectic in orientation and might be described as offering a broad psycho-social perspective in which the faculty offer a diversity of interest and views within the framework of the curriculum.

Equal in importance to the content of the curriculum is the educational atmosphere of the program. The program strives to provide a milieu that respects the individual educational goals of the graduate student, and fosters intellectual, personal and professional growth. The faculty are committed to this goal, and to providing graduate education and training in a personal and non-bureaucratic learning environment. All clinical courses are taught by highly experienced clinical practitioners, while the full-time college faculty teach the core courses in experimental psychology, social psychology, and research.

The Psychology Department is located in St. Edmund's Hall which opened in 1987, and houses excellent computing and laboratory facilities for the support of behavioral research.

All classes are held in the evening, or weekend, thus permitting either full-or part-time study towards the Master's degree. Many students are returning to school after spending a number of years working in a variety of settings, though the M.A. in Clinical Psychology Program also welcomes recent graduates interested in pursuing a master's degree immediately after college.

Courses are offered in the fall, spring, and summer terms. However, those wishing to pursue graduate work on a full-time basis will find it necessary to begin their studies in the fall, since most of the clinical core courses are two semesters and begin in the fall term. Graduate students in clinical psychology who have a strong interest in working in the schools with children with severe emotional disturbance may wish to pursue the Klein Certificate (available through the Graduate Program in Education) in conjunction with their M.A. degree. See page 29 for a description of this program. The clinical psychology director can be consulted for the details of how this certificate can be integrated with the Master's degree in Clinical Psychology.

## OBJECTIVES

- To provide students with a solid theoretical and empirical foundation in experimental psychology.
- To provide students with a theoretical, empirical, and practical foundation in clinical assessment and intervention.
- To provide students with an understanding of the social, ethical, and professional context of clinical psychology.
- To prepare students for entry level positions in the mental health systems as professional psychologists.
- To provide students with a firm foundation for doctoral level study.

## ADMISSION REQUIREMENTS

1. Bachelor's degree with a concentration in psychology or related discipline. For those lacking a psychology concentration the following psychology courses are required:
  - a. General Psychology
  - b. Developmental Psychology (or Child Psychology)
  - c. Abnormal Psychology
  - d. Statistics or Experimental Psychology
 Physiological Psychology and Social Psychology are *not required* but are *highly recommended*.
2. Undergraduate G.P.A. of 3.0 or greater (and a 3.25 G.P.A. on any post-graduate courses taken).
3. Graduate Record Examination Aptitude test, as well as the subject test in psychology for those with psychology concentrations. GRE's may be waived for those who completed their last degree more than five years ago.
4. Autobiographical sketch and statement of goals.
5. Two personal references that can address the student's academic and professional potential.

Applications are handled on a rolling admissions basis. However, students wishing admission for the fall term are encouraged to apply at least six months prior, and certainly no later than the *first of June* of the year in question. After June 1, applicants may be accepted on a space-available basis.

In order to provide personalized and high quality graduate training in clinical psychology, it is necessary to keep the size of the program small. Therefore, the number of openings each year is limited, and the admissions process is competitive.

## DEGREE REQUIREMENTS

1. General Psychology Core - 15 credits
2. Clinical Core - 21 credits
3. Practicum and Professional Seminar - 12 credits (see Practicum and Internship note below)
4. Research Seminar - 3 credits (Thesis is three credits in addition to Research Seminar)
5. Electives - 6 or 9 credits depending on No. 4 above

**Practicum** - GPS 608-609 First Year Practicum courses provide supervision, clinical training and support for students participating in their first year practicum experience. It is **required** of all first year, full-time students. Part-time students without prior work experience in a mental health setting must take this course prior to internship.

**Internship** - Internships are provided in the second year of study. Students earn six credits per semester (for two semesters), and work 15-20 hours per week in a clinical setting. Their work as a psychology trainee is under the direct supervision of a licensed psychologist, and additional group supervision is provided once a week in the Practicum course on campus. Internship sites have included the Vermont State Hospital, community mental health centers, college and university counseling services, public school systems, and the Medical Center Hospital of Vermont.

## SPECIAL NOTES

Students interested in the M.A. in Clinical Psychology should also request the Handbook for a more detailed program outline.



**Course Sequences** - Students have a good deal of flexibility in planning the sequence of their courses. The following guidelines should be followed in designing a personally satisfactory sequence:

1. The clinical core courses should be completed prior to doing the internship.
2. Of the three clinical core courses, Psychological Assessment I and II demand the greatest background understanding of personality and psychopathology, and so should probably be taken last unless the student has a very strong prior preparation in these areas.
3. Electives cannot be taken until after completion of the relevant clinical core course(s). Exceptions only with permission of the instructor.
4. Finally, the major paper or thesis should not be undertaken until Research Methods I and II have been completed. Those students undertaking the major paper or thesis should register for Research Seminar in the fall of the year they plan to do their project.

## COURSE DESCRIPTIONS

### CLINICAL PSYCHOLOGY

#### *General Psychology Core*

##### **GPS 505 Physiological Basis of Behavior (3)**

A broad survey of the field of psychology with an emphasis on the physiological correlates of behavior and learning theory.

*Previously: Advanced General Psychology.* (fall)

**Prerequisite:** A Bachelor's degree or its equivalent. Introduction to Psychology (PS 101), and Physiological Psychology (PS 309).

##### **GPS 510 Research Methods I (3)**

This course begins with a short review of basic undergraduate statistics and research methods. The rest of the semester will include an advanced treatment of 2- and 3-way between and within groups factorial designs, analyses of variance, contract procedures, post-hoc comparisons, and trend analysis. Each class will involve both a lecture and a work session along with a limited amount of laboratory work. (fall)

**Prerequisite:** Bachelor's degree and an undergraduate statistics course.

##### **GPS 511 Research Methods II (3)**

This semester builds on the information acquired in Research Methods I. The emphasis, however, will be on simple and multiple correlation and regression, factor analysis, critical path analysis and multiple analysis of variance techniques. The research designs appropriate to each of these analytical techniques will be presented in detail. The same lecture-exercise format will be used as in Research Methods I. (spring)

**Prerequisite:** Research Methods I.

##### **GPS 513 Advanced Developmental Psychology (3)**

A review of contemporary research in developmental psychology with emphasis on personality and social development. (spring)

**Prerequisite:** Bachelor's degree and Developmental Psychology (PS 205).

##### **GPS 520 Advanced Social Psychology (3)**

An in-depth look at selected topics from the field of social psychology. Theory and research from areas such as the self, social

cognition and social learning theory will be emphasized. (summer)

**Prerequisite:** Bachelor's degree and PS 220 Social Psychology or its equivalent.

### *Clinical Core*

##### **GPS 507 Psychological Assessment I (4)**

An introduction to the construction, administration, and interpretation of psychological tests. Emphasis during the first semester will be on the assessment of intellectual functions and abilities. Extensive practice in the administration of individual intelligence tests will be provided. Course includes testing skills lab 1 1/2 hours per week. (fall)

**Prerequisite:** Undergraduate Statistics and admission into the program or permission of the Clinical Director.

##### **GPS 508 Psychological Assessment II (4)**

A continuation of GPS 507 with an emphasis on personality assessment, objective and projective. Course includes testing skills lab 1 1/2 hours per week. (spring)

**Prerequisite:** GPS 507 and degree student status or permission of the Director.

##### **GPS 515 Advanced Abnormal Psychology (3)**

An in-depth review of the DSM III, alternative diagnostic approaches, and the major categories of psychological disturbance with a special emphasis on clinical diagnosis and treatment planning with children and adolescents. (fall)

**Prerequisite:** Open to degree students only, or by permission of the Director.

##### **GPS 516 Advanced Abnormal Psychology II (3)**

A continuation of GPS 515. (spring)

**Prerequisite:** GPS 515. Open to degree students only, or by permission of the Director.

##### **GPS 517 Introduction to Clinical Intervention I (3)**

An examination of theories of Psychotherapy, both current and historical. The therapeutic relationship will be studied and methods of using that relationship for positive change will be identified. (fall)

**Prerequisite:** Open to degree students only or by permission of the Director.

##### **GPS 518 Introduction to Clinical Intervention II (4)**

An examination of the therapeutic relationship as a basis for clinical assessment and intervention. Also covered will be crisis intervention, short-term therapy, milieu therapy and the interface with medicine. Course includes interviewing skills lab 1 1/2 hours per week. (spring)

**Prerequisite:** GPS 517.

### *Selected Elective Courses*

##### **GPS 601 Group Psychotherapy (3)**

This seminar provides an overview of theory and research and a basic appreciation for group therapy. Selected topics include: contrasting approaches; group development; the role of the therapist; organizational and ethical concerns. Didactic and experiential learning activities are part of the student's experience.

**Prerequisite:** GPS 517-518 or permission of the instructor.

##### **GPS 603 Child and Adolescent Psychotherapy (3)**

An examination of the psychotherapeutic process with children

and adolescents, and the modifications in theory and technique required in working with a younger population. Play therapy, parent consultations, and residential programs will be discussed.

**Prerequisite:** GPS 517-518, or permission of the instructor.

### **GPS 605 Intensive Individual Psychotherapy (3)**

Psychotherapy with ego-impaired individuals that fall in the diagnostic category of Personality Disorders, specifically the borderline, dependent, and narcissistic subgroups. There will be extensive readings from the object-relations literature.

**Prerequisite:** GPS 517-518 or permission of the instructor.

### **GPS 612 Marital and Family Therapy (3)**

A foundation course dealing with fundamental theoretical concepts, assessment techniques, and therapeutic strategies in general areas of family therapy and systems theory. Emphasis will be on understanding the concepts in real families; a mixture of case studies, family visits, videotapes, films, role-playing, and active exploration of one's own family will be utilized throughout the course.

**Prerequisite:** GPS 517-518 or permission of the instructor.

### **GPS 614 School Psychology (3)**

This course will address "best practices" in providing psychological services in the schools, and will focus on professional role issues as well as specific knowledge needs of the practicing psychologist in educational settings. Topics will include: the organizational aspects of schools; professional functioning; assessment practices; consultation with Instructional Support Teams; and legal aspects of practice under PL 94-142 and Vermont's Act 230 and Act 264.

**Prerequisite:** GPS 507-508, may be taken concurrently with this course or permission of instructor.

### **GPS 615 Clinical Health Psychology (3)**

This course will cover the application of knowledge and methods from related fields of psychology and behavioral medicines to the promotion and maintenance of mental and physical health of the individual and to the prevention, assessment, and treatment of forms of mental and physical disorders in which psychological influences either contribute to or can be used to relieve an individual's distress or dysfunction.

### **GPS 619 Feminist Therapy (3)**

This is a course on feminist therapy. We will discuss theory, research and practice. Special topics will include sexual abuse, domestic violence, eating disorders, non-traditional families, developmental stages, etc. Group participation will be emphasized.

### **GPS 625 Philosophical Foundations of Clinical Psychology (3)**

An examination of the explicit and implicit philosophical assumptions of the major theories of personality and psychotherapy drawing on an interdisciplinary literature. The course undertakes to answer the following sorts of questions: Is the diagnosis of mental illness a moral judgement? Can clinical experience lead to true knowledge in psychology? Is the research agenda aimed at reducing psychological problems to biological disorders logically tenable? Is quantitative or experimental research scientifically superior to qualitative research? Text: Miller, R.B. (1992). *The Restoration of Dialogue: Readings in the Philosophy of Clinical Psychology*. Washington, DC: American

Psychological Association.

**Prerequisites:** Undergraduate course in one of the following: Abnormal Psychology, Theories of Psychotherapy, Personality Theories, Clinical Psychology, or permission of the instructor; and graduate standing.

### **GPS 686 Independent Study - Elective (3)**

This option provides the student an opportunity to undertake a study in a specific area not covered in the regular course offerings. The student, with the supervisor, would outline in proposal form the purpose of the study, as well as an outline of the evaluation instrument and method of evaluation. A bibliography should also be included.

### **GPS 687 Directed Readings - Elective (3)**

This option provides the student with an opportunity for greater in-depth study of a topic already addressed in the curriculum.

## **Internship & Professional Seminar**

### **GPS 608 First Year Practicum I (3)**

This course provides supervision, clinical training and support for students participating in their first practicum experience. It is required of all first year full-time students. Part-time students without prior work experience in a mental health setting must take this course prior to internship. Course continues in spring as GPS 609.

### **GPS 609 First Year Practicum II (3)**

Continuation of GPS 608.

### **GPS 610 Practicum and Professional Seminar I (3/6)**

This seminar is for students doing their internship. It provides a forum for the discussion of professional ethics and affairs, legal and policy issues in psychology, and specific clinical issues arising in the internship settings. (fall)

**Prerequisite:** GPS 507-508, 515-516, 517-518.

### **GPS 611 Practicum and Professional Seminar II (3/6)**

A continuation of GPS 610. This seminar is for students doing their internship. (spring)

**Prerequisite:** GPS 610.

## **Major Paper/Thesis**

### **GPS 689 Research Seminar (3)**

This is a year-long seminar for all students beginning work on their major paper or thesis. It allows students to share their research and receive feedback and supervision on a continuous basis. The major paper is an in-depth analysis of the theoretical, clinical, and experimental literature in a specific area of clinical psychology. It demonstrates the student's ability to synthesize, integrate, and critique the knowledge base of professional psychology, and contribute to the growth of that knowledge.

**Prerequisite:** GPS 510, 511. See below for description of the thesis.

### **GPS 690 Thesis (3)**

The thesis is an empirical study of a particular hypothesis in the field of clinical psychology conducted up to the standards of the profession and contributing to the empirical knowledge base of professional psychology.



## EDUCATION

### HISTORY AND PHILOSOPHY

The first in the chronology of graduate studies at Saint Michael's College, Graduate programs in Education began in the summer session of 1940, offering courses leading to the degree of Master of Education. Then, as now, professional education courses of study were viewed as an extension of the liberal arts tradition upon which the College was founded. Entrance requirements have always sought to identify candidates who were and are potential leaders and scholars in their disciplines. Throughout the years, the Education program has diversified, but the connection to the liberal arts tradition remains an integral part.

Saint Michael's graduate education programs include a Master of Education degree (M.Ed.) and a Certificate for Advanced Graduate Study (C.A.G.S.). All programs within Education are designed for educators interested in teaching or administration at various levels of public and private education. In planning programs, students may choose to select courses in a sequence that respond to their particular needs or interests, or they may choose to follow a concentration in Curriculum and Instruction, Reading, Special Education, Administration, Working with Severely Emotionally Disturbed Children, or Computer Education. Within the graduate program, it is possible to follow the Vermont Department of Education approved program and obtain Vermont licensure as an Elementary Teacher, Reading Teacher, Secondary Teacher, School Principal, Consulting Teacher/Learning Specialist or Resource Room Teacher. Approved programs for secondary teachers include: Art, Computer Science, English, Foreign Languages, Mathematics, Music, Science, and Social Studies.

### OBJECTIVES

The Master's of Education program at Saint Michael's College seeks to fulfill the mission of the College through an integrated study of the values, knowledge, and skills of the teaching/learning process. It emphasizes the role of an educator as a reflective practitioner who possesses the value of caring and commitment, is knowledgeable about learners, strategies and communication, and skilled in management, instructional strategies and communication. It is the goal of the MED to prepare educators to make sound decisions in order to deal with the complexities of classrooms and school life.

Master's of Education students are provided an opportunity to develop effective decision making skills through coursework and field internships under the supervision of experienced practitioners. A close student-advisor relationship exists allowing individualized assistance throughout this program. In the context of these experiences, students exhibit the following outcomes:

Understand the value of:

- creative thinking processes as a means of developing new solutions to old problems and new challenges
- a reflective approach to problem solving and procedures
- experimentation and taking risks
- working aggressively for change when needed.

Demonstrate a knowledge of:

- learning as a developmental process
- the rights and responsibilities of all learners
- planning, assessing and evaluating information

- content area materials appropriate for age and grade level
- integration of technology in learning process.

Show evidence of skills in:

- selecting and applying appropriate group management strategies to various educational settings
- effective communication techniques
- synthesizing theories and research
- computer operations and software
- designing instructional strategies appropriate for individual learners.

Students completing the Master's in Education from Saint Michael's College will have mastered a body of knowledge and skills that will make them exceptional practitioners. They are life-long learners with a passionate commitment to the educational process as part of their life's goal.

## CERTIFICATE OF ADVANCED GRADUATE STUDY (C.A.G.S.)

### CERTIFICATE AND ADMISSIONS REQUIREMENTS

The Certificate of Advanced Graduate Study in Education is a post-Master's level certificate which allows a graduate student to pursue another field of study within Education. It is comprised of thirty (30) graduate credits beyond the Master's degree, nine of which may be transferred from another institution if they are post-Master's credits. Application procedures are as follows:

1. Complete application for admission form.
2. With an advisor, plan a program of at least thirty (30) credits consonant with educational needs and submit a Plan for Advanced Graduate Study to the Graduate Studies Office.
3. Complete the thirty (30) credits.
4. Certificate is granted.

This program is a self-designed plan of graduate study based on one's educational goals. It is planned with an advisor. Students may specialize in an already existing concentration or design an original concentration. (See Special Education section for specific information on Special Education C.A.G.S.)

## MASTER OF EDUCATION (M.Ed.)

### PROCEDURES FOR THE DEGREE

1. Complete application and admission forms. When your file is complete, you will then be notified to schedule an interview with an Educational Advisor.
2. Candidacy Requirements - In order to develop students to their fullest potential in an academic setting and in their work and community organizations, students must show proficiency in writing to achieve candidacy by satisfactory completing:
  - a skills assessment in writing or
  - a writing course at another accredited institution with prior approval by the M.Ed. Director.

The skills assessment will be offered once each fall and spring semester. These should be scheduled with the Graduate Studies Office.

After admission to the M.Ed. program but prior to the completion of twelve (12) credits, students must complete the candidacy requirements and apply for candidacy.

3. With an advisor, complete Candidacy form (course of study plan) and Statement of Goals form usually after six (6) credits, compulsory before twelve (12) credits.
4. Candidacy is granted.
5. Complete at least thirty-six (36) credits of graduate course work, with at least eighteen (18) of those credits in the area of concentration. (See section on Program Description) and three (3) required credits in GED 562, Educational Research.
6. Comprehensive oral examination on thesis paper completed in GED 562 Educational Research.
7. File an Intent to Graduate Form.
8. Graduation.

## MASTER'S DEGREE PREREQUISITES

1. An undergraduate degree (B.A., etc.) with 2.80 GPA.
2. If seeking initial teacher licensure, a major (30 credit hours) in a liberal arts area is required.
3. Complete Application for Admission (M.Ed.) Form.
4. Initial interview with director or advisor is required.

## SPECIAL NOTES

**Design of the Program** - Saint Michael's College has designed graduate programs in education so that persons can complete a Master's degree and an advanced licensure concurrently. (Requirements for the completion of the degree and the license are not exactly the same.) Persons may choose to complete a Master's degree apart from a licensure.

## GENERAL CONCENTRATION

**General** - This program is a self-designed plan of graduate study based on one's educational goals. It is planned with an advisor and should follow the degree program procedure. Each student selects an array of courses and experiences, culminating in GED 562 Educational Research, which should be the capstone of the program. GED 562 allows the student to formulate his/her thesis or scholarly paper, and prepares the student for the oral comprehensive examination.

## ADMINISTRATION CONCENTRATION

Saint Michael's school administration program seeks to provide the state of Vermont and other states with able, effective administrators who can communicate effectively, who have a thorough knowledge of children and adolescents, who can recognize the potential for growth in others and provide opportunities for staff development, and who will function as educational leaders in their schools. It is possible to attain Vermont certification as school principal in this program.

### **Additional Prerequisites:**

- Three (3) or more years of successful teaching experience.
- Informed desire to become a school principal.

**Required courses:** (Usually three (3) credits unless noted otherwise)

GED 511	Fundamentals of Curriculum
GED 562	Educational Research

GED 563	School Law
GED 564	School Finance
GED 572	Supervision and Leadership in School Administration
GED 573	School Principal
GED 653	Adult Learning and Staff Development
GED 688	Practicum in School Administration (for Licensure students only)

### **Recommended courses:**

GED 510	Curriculum Development
GED 540	Organizational Behavior
GED 634	Consultation in the Schools

## CURRICULUM CONCENTRATION

The Curriculum specialization in graduate programs in Education combines the theoretical with the practical and applied. A thorough knowledge of modern curricula is provided, pertinent to elementary and secondary schools, and the program is designed to give teachers and administrators the necessary tools and strategies to develop and evaluate all aspects of school curricula. From a broad base, teachers will be able to delve more deeply into areas of their choice.

### **Additional Prerequisites:**

- Evidence of knowledge of Child/Adolescent Development.
- Evidence of/or experience in Teaching Methods and Management.
- Evidence of/or experience in technology including the use of computers.

### **Required courses:**

GED 509	Integrated Curriculum and Instruction
GED 510	Curriculum Development
GED 511	Fundamentals of Curriculum
GED 562	Educational Research

Students will pick one of the following three formats and choose 12 credits within this area:

1. Specific content area focus (reading/language arts, science, math, etc.).
2. A developmental level focus (early elementary, later elementary, middle school, secondary school).
3. An integrative education specialist.

### **Elective courses:**

Students may choose 12 hours from among other graduate course offerings.

## READING TEACHER CONCENTRATION

The goal of the Reading Teacher Certification Program is to prepare classroom teachers to be more effective teachers of reading and the language arts. Though the program is designed for elementary teachers, it is conceivable that secondary teachers would benefit from an in-depth study of the reading and language arts fields as well. Courses in reading methodology, reading diagnosis, and clinical experiences provide the framework that allows the graduate student to develop competence as a reading teacher. Consistent with the Vermont Department of Education's Certification Regulations for Vermont Educators, this program, upon successful completion, will lead to Vermont certification as



a “reading teacher.”

A competency-based program such as ours requires the successful integration and balance of course work and fieldwork. Course work must blend the theoretical and the practical; fieldwork must be adequately supervised in a flexible and sensitive environment. The reading teacher program combines both course work and fieldwork in the following manner: an 18-credit block within the 36-credit master’s degree at Saint Michael’s College has been divided into 15 credits of course work and 3 credits of fieldwork. The graduate student would follow a sequence of 5 courses (15 credits), then 3 credits of fieldwork. Course work should include work in developmental reading, children’s literature, language arts, and diagnosis and remediation.

**Required courses:** *Select 15 credits (students may select from several, but an example is provided here):*

GED 521	Language Arts Instruction
GED 530	Reading and Writing in the Content Area
GED 531	Approaches to Reading Instruction
GED 532	Teaching Reading Comprehension through Children’s Literature
GED 533	Children’s Literature in Early Years
GED 534	Assessment and Instruction in Reading
GED 535	Reading + Writing = Thinking
GED 537	Literature for Adolescents
GED 539	A Survey of Children’s Literature
GED 639	Book, Children and Teachers
GED 686	Independent Study (3-6 credits)
GED 687	Directed Readings (3-6 credits)

## TECHNOLOGY IN EDUCATION CONCENTRATION

The growing use of technology in schools has created a need for skilled teachers and administrators in this field. The Master’s in Education, with a concentration in Technology, is designed for teachers, administrators, and other education professionals who want to achieve an understanding and practical use of computers and instructional technology in education. A student enrolled in the Master’s in Education in Technology may want to include those courses necessary to obtain a Computer Science Teacher Licensure in their program of studies.

**Required courses:**

GED 584	Administration of Educational Computing
GED 589	The Impact of Technology on Today’s Schools
GED 596	Multimedia Technology
GED 597	Integrating Technology into the Curriculum
GED 598	LOGO
GED 562	Research Methods

**Elective courses:**

GED 542	Hard Disk Management and Installing Software
GED 550	Telecommunications and Networking
GED 580	Problem Solving with Computer Applications
GED 599	Introduction to LinkWay
GED 607	Computer Hardware: Installation and Repair
GED 647	Using the Macintosh in the Educational Setting with a Focus on HyperCard

**In addition to the above required courses, the following courses are required to obtain a Computer Science Teacher Licensure:**

GED 607	Computer Hardware: Installation and Repair
GED 503	Middle and Secondary Teaching Methods
GED 688	Computer Practicum
One higher level language such as Basic, Pascal, C, HyperCard, Linkway	

## TEACHING LICENSURE PROGRAMS

**Licensure Programs in Secondary Education** - Saint Michael’s College has approved programs that lead to licensure in the following subject areas: Art, English, Foreign Languages, Mathematics, Music, Science, Social Studies, and Computer Science. In order to qualify for certification as a secondary school teacher, the following conditions and courses must be completed.

**Additional Prerequisites:** (See prerequisites for Master’s in Education)

1. A Bachelor’s degree in the subject area with the appropriate content of a “major” matching the Saint Michael’s College concentration.
2. Evidence of enrollment or audit of subject area course in last 5 years.
3. A 2.8 grade point average in the discipline.
4. Evidence of computer literacy.
5. An informed desire to become a teacher.

Saint Michael’s program rests on the two-fold philosophy that first, teachers are scholars, and second, there is a specific body of knowledge in Education that forms the foundation for successful classroom application. It is designed so that a prospective teacher may acquire enough educational knowledge to be successful as a beginning teacher.

**Required courses:**

Prospective teachers must make decisions continually to match appropriately their content to the adolescent learner. Thus, the teacher-as-decision-maker is a useful concept to explain the reason these specific courses were chosen. This concept permeates the sequence of courses and serves to integrate our program by providing the common thread.

GED 516	Teacher as Decision Maker
GED 518	Adolescent Psychology and Behavior
GED 530	Reading and Writing in the Content Area <b>OR</b>
GED 537	Developmental Reading Process
GED 641	Instruction of Learning Disabled and Slow Learning Students <b>OR</b>
GED 655	Children Under Stress
GED 597	Integrating Technology into the Curriculum
GED 509	Integrative Curriculum <b>OR</b>
GED 524	Thematic Interdisciplinary Curriculum
GED 503	Middle and Secondary Teaching Methods
GED 688	Internship: Secondary Education

In addition students must complete the Teacher Licensure Portfolio Process. Licensure is not guaranteed even with the successful completion of all courses. The College may require additional practice or coursework, depending on the student’s demonstrated ability during student-teaching.

**Licensure Programs in Elementary Education** - Saint

Michael's College has an approved program that leads to licensure of an elementary school teacher in grades K-6. In order to qualify for licensure, the following conditions and courses must be completed.

### **Additional Prerequisites:**

1. A Bachelor's degree with mastery level evident in content areas appropriate for grade level.
2. Evidence of computer literacy.
3. A written statement of purpose.
4. An informed desire to become a teacher.

### **Courses:**

GED 516	Teacher as a Decision Maker
GED 509	Integrative Curriculum <b>OR</b>
GED 524	Thematic Interdisciplinary Curriculum
GED 519	Child Development
GED 521	Language Arts Instruction in the Elementary Classroom
GED 531	Approaches to Reading Instruction <b>OR</b>
GED 560	The Reading Process for Teachers
GED 620	Guiding Children through Mathematics <b>OR</b>
GED 623	Thou Shalt Not Kill Mathematics
GED 632	Instruction of Learning Disabled and Slow Learners <b>OR</b>
GED 655	Children Under Stress
GED 515	Seminar in Classroom Management
GED 688	Internship: Elementary Teaching

In addition, students must complete Teacher Licensure Portfolio Process. The College reserves the right to require additional courses and practica until the time when the student has demonstrated the teaching ability of a beginning teacher. Science courses with laboratories must be evidenced on transcripts or they will be included in the above list of licensure requirements.

## **SPECIAL EDUCATION CONCENTRATION**

The Graduate Program in Special Education offers programs leading to licensure as Resource Room Teacher (21 credits), or Consulting Teacher/Learning Specialist (36 credits). The Klein Program offers a concentration in working with children and youth with severe emotional disturbances. The program also offers post-Master's degree concentrations (30 credits) for special educators, school psychologists and speech/language pathologists who wish to broaden their professional areas of expertise.

These C.A.G.S. concentrations include the Language/Learning Disabilities concentration and the Klein Program in Emotional Disturbance.

Students currently holding a Master's level Resource Room teacher license may also work toward Consulting Teacher license on the C.A.G.S. level.

The program is in session year round. Students may begin the program during any semester, although a specific sequence of courses is recommended. During the school year, classes meet during the evenings and on weekends. During the regular six-week summer session, classes meet during the day, Monday through Thursday, or during the evening. This schedule allows students to continue to work while earning a graduate degree. Students are encouraged to enroll for 3-6 credits per semester and to complete a program in two to three years.

The hallmarks of the program are the case study approach and the strong emphasis on practicum experiences. This emphasis

facilitates the integration of course work and practica, theory and application, assessment and instruction and multidisciplinary perspectives. All faculty members are practitioners as well as instructors.

### **Resource Room and Consulting Teacher Licensure Programs** *core curriculum (courses are three (3) credits unless noted otherwise):*

#### **Resource Room**

GED 631	Development, Learning and Individual Differences
GED 632	Diagnosis of Learning Problems
GED 633	Legal and Professional Issues
GED 640	Language and Learning
GED 641	Instruction of Learning Disabled and Slow Learning Children
GED 661	Designing Instructional Programs (classroom-based Practicum)
GED 662	Implementing and Evaluating Instructional Programs (classroom-based Practicum)

In addition, **Consulting Teacher** candidates take the following fifteen (15) credits:

GED 581	Environmental Management of Behavioral Problems
GED 612	Math Disabilities
GED 634	Consultation in the Schools
GED 664	Implementing a Consulting Program
GED 562	Educational Research

**Mainstream Resource Teacher** is a 21-credit program for experienced classroom teachers who wish to remain in the regular classroom and provide the best learning environment for mainstreamed students. This is a modified version of the Saint Michael's Resource Room Teacher Licensure program. Candidates would follow the sequence of courses for Resource Room Teacher licensure. However, coursework and practica would be modified to reflect the teacher's intention to continue teaching in the regular classroom. Upon completion, the teacher would be recommended for Resource Room Teacher licensure.

GED 641	Instruction of Slow Learning and Learning Disabled Students
GED 632	Diagnosis of Learning Problems
GED 633	Legal and Professional Issues
GED 631	Development, Learning and Individual Differences
GED 640	Language and Learning
GED 661	Designing Instructional Programs Practicum (classroom-based Practicum)
GED 662	Implementing and Evaluating Instructional Program Practicum (classroom-based Practicum)

#### **Klein Program** *curriculum consists of the following courses:*

GED 581	Environmental Management of Behavioral Problems
GED 601	The Severely Emotionally Disturbed Student in the Schools: An Introduction
GED 602	Relationship in the Classroom for the Child with a Severe Emotional Disturbance
GED 603	The Service Delivery System for Children with Severe Emotional Disturbance
GED 641	Instruction of Learning Disabled and Slow Learning Children



- GED 655 Children Under Stress  
 GED 688 Practica - Severely Emotionally Disturbed (SED) (6 cr.)  
 \*Electives (6 cr. CAGS/12 cr. M.Ed.)

\*Electives may include Language/Learning Disabilities Advanced Seminars if prerequisite required courses have been completed.

The Klein Program can be completed as a 24-credit concentration in working with children and youth with severe emotional disturbances or a 30-credit CAGS or 36-credit M.Ed.

The Instruction and Environmental courses will be waived for students with a Saint Michael's Consulting Teacher licensure.

**C.A.G.S. Language/Learning Disabilities Concentration** curriculum consists of the following courses:

### **Required Courses:**

- GED 553 Reading, Spelling, and Phonology  
 GED 631 Development, Learning and Individual Differences  
 GED 634 Consultation in the Schools  
 GED 640 Language and Learning  
 GED 692 Advanced Seminars:  
 • in Language  
 • in Reading  
 • in Cognitive Development  
 • in Consultation  
 • Leadership Seminar (6 cr.)

## **COURSE DESCRIPTIONS**

### **EDUCATION**

#### **GED 503 Middle and Secondary Teaching Methods (3)**

This seminar is taken concurrently with the GED 688 Practicum. Practicum students meet weekly to discuss and analyze classroom management, teaching strategies, planning techniques, collaboration processes, problems of actual classroom experiences, responsibilities to the student, school and parents. Seminar participants are encouraged to share their successes and problems, and to design approaches to improve their teaching abilities. These meetings are designed to include a discussion of the teacher competencies and to support the development of a portfolio so students may progress toward completing requirements for Teacher Certification.

#### **GED 505 Diagnostic Teaching (3)**

Students will learn to use a diagnostic approach to teaching. This is a practicum course. Permission of the instructor is required.  
**Prerequisites:** GED 641, 632.

#### **GED 509 Integrative Curriculum (3)**

This course will present integrative approaches to curriculum planning. Topics to be covered include: brain research, learning styles, multiple intelligences, approaches that enhance creative thinking, thematic and interdisciplinary approaches, and a model of instruction that includes cognitive, intuitive, physical, sensory, and emotional components of learning. This course is relevant to elementary, middle, and secondary curriculum.

#### **GED 510 Curriculum Development (3)**

This course is designed to build on curriculum skills developed in previous coursework and experience. The course is designed: 1) to increase individual awareness about personal perspective in curriculum development; 2) to increase effectiveness in collaboration; 3) to develop skills for curriculum building at the classroom, school and district level and 4) to allow participants to work on a significant curriculum project of their own choice.

**Prerequisite:** GED 511 or permission of the instructor.

#### **GED 511 Fundamentals of Curriculum (3)**

This course examines the philosophical, psychological, sociological and historical roots of curriculum frameworks that underlie contemporary educational systems and the current "restructuring school" movement. Students will also study various models for curriculum planning, design, implementation, and evaluation.

#### **GED 515 Seminar in Classroom Management (3)**

Taken concurrently with student teaching in elementary schools, this seminar meets weekly to discuss and analyze classroom discipline techniques, individualization, small group teaching, peer tutoring, learning centers, record-keeping, evaluation, parent involvement, and other pertinent topics directly related to student teaching.

#### **GED 516 Teacher as a Decision Maker (3)**

This course provides an analysis of the role of teacher in contemporary education that includes at least 30 hours of focused observation in school settings. The kinds of decisions with respect to discipline, curriculum and instruction and the way in which those decisions are made provide the content of this course. Readings, short papers and observational charts and logs make up the assignment.

#### **GED 518 Adolescent Psychology and Behavior (3)**

An analysis of early, middle and late adolescence, this course deals with cognitive, social, emotional, moral, physical, and religious development. It also examines disturbances and stresses common to the period of adolescence.

#### **GED 519 Child Development (3)**

This course will acquaint the student with the processes involved in the development of children. Students will follow the physical, cognitive, language, social and emotional development of children from infancy through school age.

#### **GED 521 Language Arts Instruction in the Elementary Classroom (3)**

The focus of this course is current research and practice in reading and language arts instruction at the elementary level. Participants will become familiar with current research and practice through reading, writing, classroom observations, work with students and work with other members of the class. Participants will create and study two portfolios of work throughout the semester: a personal professional portfolio of their own work in the course and a student portfolio of an individual student's work throughout the semester.

#### **GED 524 Thematic Interdisciplinary Curriculum (3)**

This course will present interdisciplinary approaches to curriculum planning and classroom practice. Content, concepts and skills can be taught through thematic units on such topics as the circus, inventions, railroads, the Civil War and community studies. This course will be relevant to all grade levels but with a particular

emphasis on the middle grades. Participants will gain both conceptual and logistical understanding about meeting the learning needs of students through a collaborative interdisciplinary approach. Teachers are encouraged to attend as teams where possible.

### **GED 528 Multi-Age Classrooms (3)**

This course is designed to define, describe, and examine the philosophy and practice of the multi-age classroom. The participants will investigate processes for planning, developing, and initiating activities and programs for use in the multi-age classroom.

### **GED 530 Reading and Writing in the Content Area (3)**

In this course students examine applications of reading and writing in the content areas through active participation. Students are expected to complete one hour of observation in a content area classroom. Reading strategies are presented which include monitoring comprehension, use of study guides, and advanced organizers. A variety of writing formats are explored including academic journals, double entry journals and academic free writes. Students learn to use the organization of text as active readers and writers. Students should have a basic foundation of the teaching of reading.

### **GED 531 Approaches to Reading Instruction (3)**

This course explores several philosophical different approaches to reading instruction in the elementary school classroom. Practical teaching strategies will be demonstrated, and students will learn how each approach is implemented in the classroom. Students will be expected to become familiar with pertinent research, and the strengths and weaknesses of each approach studied. The approaches include: Whole Language, Language Experience, Basal Reading Systems, Integrated Curriculum Approaches, and other more structured approaches.

### **GED 532 Awards in Children's Literature (1)**

This course will survey national and international awards in children's literature through readings and discussions of award winning books for students in grades 1 through 8. This course is designed to broaden practitioners' knowledge of children's literature and to be of use to teachers using trade books in classroom reading programs. The course will feature book discussions, evaluation criteria, award purposes and histories, author and illustrator profiles, and classroom applications.

### **GED 533 Children's Literature in Early Years (3)**

This course is designed to acquaint students with a wide range of books for children from infancy through age seven. Picture books of all types including poetry, folktales and non-fiction as well as easy readers will be included. Students will learn to evaluate the artistic and literary merits of these books and to explore through readings and class assignments and discussions, ways to begin to help the young child make connections with books.

### **GED 534 Assessment and Instruction in Reading (3)**

The emphasis is on the use of informal language-related tests to analyze the needs of children with reading difficulties. A diagnostic scheme is presented using information from informal tests and some standardized tests, then a remedial program is created to follow the diagnosis. The diagnosis should be implemented using the time and materials available to a classroom or special needs teacher. This course provides a model for the classroom teacher to use in analyzing a child's reading problem and then doing something about it.

*Previously: Analysis and Correction of Reading Difficulties*

### **GED 535 Reading + Writing = Thinking (3)**

A look at how children learn to read and write, and the relationship between reading and writing that leads to critical thinking. Students will develop classroom strategies to teach and evaluate reading and writing in elementary and secondary classrooms.

### **GED 537 Developmental Reading Process (3)**

Students will read a wide selection of contemporary young adult novels, explore a variety of issues from multi-cultural identity to censorship, and discuss such practical matters as booktalking, developing thematic literature-based curriculum units, and other techniques for bringing young adult literature to the classroom. Students will be expected to read and annotate two short novels per week, present one booktalk, and do one project. The reading list will be available at registration.

*Previously: Literature for Adolescents*

### **GED 538 Documentation of Reading Teacher Competencies (3)**

Working closely with his/her advisor, the student will write a formal paper describing his/her acquisition of the eight Competencies, citing examples of materials used, instructional strategies, diagnostic instruments administered, and other specific information pertinent to the Competencies. Verification from the placement supervisor should accompany the report. This document will be presented to the faculty committee prior to the student's oral exam.

### **GED 539 A Survey of Children's Literature (3)**

An overview of literature for children and youth is presented with an emphasis on current books. In addition to analyzing important works of children's literature, methods of introducing literature to children will be stressed, particularly story-telling and book talks.

### **GED 540 Organizational Behavior (3)**

In this course students will be introduced to the study of human behavior, attitudes and performance within an organizational setting. Students will learn about individual perceptions, values and actions while working in groups, and how to lead individuals and groups to enhance individual and organizational productivity. In addition, students will become familiar with the use of techniques such as behavior modification in changing human behavior. Theoretical consideration will be followed by application exercised, through role-playing and case analysis.

### **GED 542 Hard Disk Management and Installing Software (1)**

This hands-on course is designed for the intermediate to advanced computer user. Among the topics to be covered will be formatting hard drives, becoming more familiar with DOS, installing software, hard disk management and utility programs.

### **GED 543 Integrating Science into the Elementary Learning Environment (3)**

The course will focus on the teacher as a facilitator of scientific inquiry and problem solving in learning environments recognizing developmental and learning-style differences. The relationship between process learning and content will be addressed together with current technology tools and other practical applications for the classroom. Concept acquisition will be illustrated through a range of topics: typical will be color, light, density, energy, machines, animal behavior, life cycles, rocks and minerals, change and evolution, and ecology. Participants will research



and develop curricula, themes and projects for integration into classroom programs.

### **GED 544 Out and About: Creative Curricular Ideas for Field Trips in the Champlain Valley (1)**

This one-credit class exposes teachers to a variety of field trip experiences in the Champlain Valley, from traditional destinations like the Shelburne Museum to little known sites of historic and scientific interest. The class will include instruction on the creation and institution of field trip objectives, development of preparatory activities and assessment techniques. Students will learn a variety of interpretive activities to make the most of the on-site experience. Students will learn to incorporate field experiences into their existing or newly created interdisciplinary curriculum. The Saturday class will be held at the Shelburne Museum.

### **GED 546 The Moral Dimensions of Teaching and Schooling (3)**

In this course, we will explore and examine topics in the moral realm of education, such as: moral education, value development, ethical reasoning and decision making, ethical dilemmas and their resolution. Our attention will be focused on common school situations, in order to learn practical approaches to ethical and moral issues which arise in schools and other professional settings. Emphasis will be placed on the use of course concepts in practice. Readings, case studies, brief papers and extensive discussion combine to form the course content.

### **GED 549 Developmental Reading and Writing in Middle Grades (3)**

This course will explore the development of reading and writing in grades 3 through 8. Topics covered will include: Portfolios, how to integrate reading and writing, and whole language in the middle grades. Students will learn how to design a personalized, developmental language arts program for their classroom based on appropriate research and practical classroom concepts. Teaching experience is required.

### **GED 550 Telecommunications and Networking (3)**

The use of microcomputers in your classroom can now be enhanced through access to telecommunication and networking resources. You will gain an understanding of telecommunications concepts, resources available through PC and modem developing lesson plans to include telecommunications in your curriculum, an introduction to networking, design and implementation of networks, on-going management of networks, the advantages of computer networks in schools of all sizes and in support of all grade levels, and the use of telecommunication and network resources as an instructional and research tool.

### **GED 551 Images of Peace and War in Children's Literature (1)**

Through the reading of fiction, non-fiction, poetry, and biography, the themes of peace and war will be explored within the context of their portrayals in children's literature. Preschool through young adult literature will be surveyed. Essentially a discussion course, students will be expected to complete a reading list (which will be sent prior to the first class) and to produce a paper.

### **GED 553 Reading, Spelling, and Phonology (3)**

The course will explore basic linguistic processes associated with reading, spelling, and writing problems. Designed for teachers of language and reading skills, this course will a) familiarize stu-

dents with phonetics, phonology, and orthography, b) examine the development of decoding and spelling skills, and c) examine the relationships between lower level and higher level language functions in good and poor readers. Course requirements include weekly homework and a short final paper.

### **GED 554 Selected Topics in Young Adult Literature (1)**

This class will examine literature for the young adult (grade 7 and up) with concentration on several themes: the young adult alone, the young adult and peers, the young adult and the world around, and the young adult and the future. Participants will read and discuss approximately 15 books as well as relevant articles and will be expected to write short critical papers.

### **GED 556 A Teacher's Eyes: Mirrors on the Classroom (3)**

This course is designed to help teachers draw on their own experience as they learn new ways to look at and reflect on the changing dynamics of their classrooms. The course will take students step by step through the issues and processes involved in doing on-site observations. We will also discuss ways to analyze and write up those observations, with a view to possible publication for those interested.

*Previously: Teacher as Researcher*

### **GED 558 Global Education: African Perspectives for Educators (3)**

An initial overview of the continent's geography and histories will provide a foundation for contextual studies of specific African cultures. Central to this course, are the pragmatics of applying what we know about Africa to curricular enrichment, K-12, using an activity-oriented and interdisciplinary focus including the arts and the social and natural sciences. Class participation involves required readings, films, project development, research and presentations.

### **GED 560 The Reading Process for Teachers (3)**

This course is designed for beginning teachers (pre-service) who are completing licensure requirements. Certain topics, such as the reading process, reading comprehension, diagnosis of reading difficulties, teaching reading and study skills, and readability will be covered by the entire class. Other topics pertinent to specific age or grade levels will be discussed in small group settings, with differentiated assignments for teachers of similar interests. Examples of these topics include: methodology in whole language instruction, phonics, a basal reading approach, integrating reading and writing, and developing study guides in content areas.

### **GED 561 Current Philosophies in Education (3)**

This course will use a philosophical framework to explore current issues in education, including multiculturalism, inclusivity, community, collaboration, moral education, and citizenship. We will build relevant definitions of "the educated person," and use these to inform our exploration. Students will develop meaningful and useful units addressing one or more of the themes, and deepen their understanding of their own philosophical foundations.

### **GED 562 Educational Research (3)**

This two-semester course will provide students with an orientation for researching, reviewing and summarizing topical literature in Education. This course provides the basis for completing the Comprehensive Paper. The class will meet for three sessions at the beginning of the semester and work independently thereafter.

### **GED 563 School Law (3)**

This course will review federal and state laws applicable to pub-

lic schools, including those regarding liability, labor relations, special education, discipline, content of curriculum, treatment of students with highly infectious diseases, and privacy. In addition to discussion of relevant law, the course will introduce students to legal process, including trial court proceedings, administrative hearings, the collective bargaining process, and the legislative process. Course materials include excerpts from selected federal and state statutes and copies of court decisions.

### **GED 564 School Finance (3)**

The purpose of this course is to acquaint students with the national, state, and local practices in educational finance. Students will examine four major areas: budgets, negotiations, construction, and operations. In-depth analysis of school accounting procedures will not be included.

### **GED 567 Counting on Children's Books: Links between Literature and Mathematics (1)**

Using an interdisciplinary approach to curriculum, participants will explore the use of children's literature as a means to teach mathematical concepts to primary grade students. Counting books, fiction and poetry will be used to introduce, reinforce, and extend such topics as the language of mathematics, number, place value, measurement, geometry, operations, and problem solving. Appropriate book lists and suggestions for accompanying activities will be presented.

### **GED 568 Curriculum Development in Mathematics (3)**

Basic mathematical concepts are presented and explored in a hands-on approach; then teachers are expected to plan math lessons and develop curriculum for their classrooms.

### **GED 570 Issues in Educational Administration (3)**

The case study method will be used to study a broad survey of selected issues in educational administration, such as communication, decision-making, supervision, evaluation of instruction, staff development, educational politics, etc.

### **GED 571 Creative Writing: The Place of Portfolios (1)**

During this course participants will review the steps of writing as a process. Participants will experience writing from brainstorming techniques, drafts, revisions, and editing skills. A major emphasis will be devoted to student writing folders and understanding the Vermont Portfolio Program. This one-credit course is appropriate for all grade levels.

### **GED 572 Supervision and Leadership in School Administration (3)**

This course focuses on the school principal as educational leader and scholar. Topics such as leadership styles, models of supervision for teaching and non-teaching staff, and motivation are demonstrated.

### **GED 573 The School Principal (3)**

This course focuses on the role of the school in society and knowledge of the goals of education in Vermont. You and your personal involvement in schooling as it relates to administration will be stressed. Aspects of effective management, relationship between school and home, delivery of student services, and communication among constituent groups are covered.

### **GED 580 Problem Solving with Computer Applications (3)**

The microcomputer, and related technologies, have evolved into

exceptional problem solving resources for all types of organizations. Students will concentrate on problem solving through the use of software applications such as: word processing, spreadsheet, data base management, statistical analysis, graphics, communications and networking. You will participate in projects which concentrate on the use of the PC as a business, educational and research tool.

### **GED 581 Environmental Management of Behavioral Problems (3)**

This course will examine behavioral, cognitive, social/interpersonal and environmental factors to consider in assessing and developing interventions for behaviorally disordered and emotionally disturbed children and adolescents in the classroom. Methods and strategies are stressed using specific case examples and classroom observations.

### **GED 583 Secondary Education (3)**

A study of the high school, past and present, this course is designed to highlight those realities that should determine the curriculum, teaching styles and evaluation of student achievement. Recent studies dealing with secondary education will be reviewed.

### **GED 584 Administration of Educational Computing (3)**

The course will focus on three main themes: the use of the computer as management tool, the planning, implementation and ongoing support issues regarding the use of computers throughout the school, and an analysis of personnel, curriculum and service needs within the school, district and community. Students will research and utilize PC-based software tools and administrative applications.

### **GED 585 Secondary Math for At Risk Students (3)**

This course will enable secondary math teachers and special educators to develop teaching strategies for at-risk students at the secondary level. The course will explore difficulties students encounter in learning the conceptual, strategic, and problem solving basis of algebra and geometry.

### **GED 589 The Impact of Technology on Today's Schools (3)**

This course will provide an in-depth study of the integration of technology into education and its impact on schools. The course will investigate technologies currently available to schools along with the opportunities and issues which they create. A major focus of the course will be the relationship between integrating technology and restructuring schools. A review will be made of the current efforts of organizations such as the National School Board's Association, the National Education Association and the American Federation of Teachers with regard to schools of the future. Facility on computers is not a prerequisite for this course.

### **GED 596 Multimedia Technology (3)**

Multimedia, computer and communication technologies are evolving into very powerful educational, training and business tools. These technologies will change the way we view and present information. This course will provide an introduction to at least the following: microcomputers, computer projection devices, CD-ROM, videodiscs, IBM InfoWindow, telecommunications, networking, electronic mail and computer conferencing. Students will develop and use some of these technologies in their course projects and presentations.



### **GED 597 Integrating Technology into the Curriculum (3)**

This hands-on course provides an introduction to the use of technology in the schools. The student will explore and evaluate software for the one computer and multi-computer setting. The student will learn how word processing, data bases, spreadsheets, CD-ROM Laser disks, telecommunications and Integrated Learning Systems are used in a school environment. The student will obtain an overview of the inner workings of the computer.

### **GED 598 LOGO (3)**

LOGO is a computer language that is widely used in schools to help students learn critical thinking and problem solving skills. This course offers a wide variety of LOGO activities centered around its use as a teaching tool. Most activities will be directed toward elementary and middle school grades. The students will use IBM Lego LOGO and LOGO Writer, both of which can be adapted to the Apple computer.

### **GED 599 Introduction to LinkWay (3)**

LinkWay is a multimedia presentation tool for the IBM personal computer. LinkWay allows you to integrate text, video, sound and hypermedia resources in your information presentations. LinkWay allows you to deliver information in a way that approximates how humans think and process information. You will be introduced to the concepts of LinkWay which allow you to develop your own applications.

### **GED 600 Science for Elementary Teachers (3)**

This course offers participants a scientific approach to problem identification and solution. This is a hands-on course in which process concepts will be introduced, discussed, and worked with according to developmental learning theory. How the process concepts are adapted for pupils in grades 1-7 will be the focus through simple experiments in physics, chemistry and biology. The goal for this course is to provide teachers with a way of organizing situations where each student's conceptions are challenged and developed similarly to the way a scientist challenges his or her conceptions.

### **GED 601 The Severely Emotionally Disturbed Student in the Schools: An Introduction (3)**

This course will provide an introduction to the overall conceptual framework and service delivery system for the education of severely emotionally disturbed youngsters. Focus will be on understanding theories of child development, as well as on definitions/diagnoses and characteristics of children and adolescents labeled seriously emotionally disturbed in the schools. Particular attention will be paid to the Vermont guidelines for the identification of seriously emotionally disturbed students. An overview of educational treatment options will be presented such as regular class placement with auxiliary services, special classrooms in a regular school, special day school programs and residential treatment programs. Teaching experience preferred or permission of instructor.

### **GED 602 Relationship in the Classroom for the Child with a Severe Emotional Disturbance (3)**

This course will primarily focus on how to use yourself in developing and maintaining relationships with the child having emotional disturbances. Some of the areas covered will be: ways to individualize for a child's emotional needs; ways to listen, understand, and interact more productively with children; and ways to

look at the individual as part of the group process.

### **GED 603 The Service Delivery System for Children with Severe Emotional Disturbances (3)**

This course will examine the overall service delivery system for children and adolescents who are experiencing a severe emotional disturbance and their families. We will look at the network of service delivery from the federal government level to the state and community level. We will cover state/federal legislation as well as social/public policy. Different Vermont systems that provide services for these youngsters will be considered such as Education, Mental Health, Health, Child Welfare, and Corrections. Focus will be on how these different agencies interact with one another and how each functions separately in the delivery of services to children and adolescents ages 0-21. The student should leave this course with a thorough understanding of the mental health needs of children and the Vermont System of Care that addresses those needs.

### **GED 604 Fine Arts in the Schools (1)**

The integration and appreciation of several arts, including music, painting, sculpture, theater and dance in today's schools. The course will focus on four areas of history/culture and how those era/persons affected the arts. Students will explore the arts through an interdisciplinary approach which can be implemented in their classrooms. The class may attend a local performance to supplement their coursework.

### **GED 607 Computer Hardware: Installation and Repair (1)**

This course will provide the student with practical hands-on experience in trouble shooting and repairing IBM-PC's and Apples. Installing software and hardware will also be addressed. The course is geared to the student who will be a computer coordinator or responsible for hardware in a school.

### **GED 608 Operation Physics (3)**

Phun-tastic physical science for your elementary/middle school classroom. This course is based on the NSF Operation Physics materials. No matter what your background, you will develop activities for your classroom and significant content material for yourself. You will develop low cost materials in this course so you can equip yourself to teach this subject. This is a hands-on approach to physical science. This course will support you in providing inservice on these topics to your own educational community.

### **GED 609 Providing a Developmental Framework for Mathematical Learning (3)**

The course will provide for participants a developmental and mathematical framework from which to prepare and select appropriate activities and materials for effective learning. Based on developmental stages of learning, concentration will be on the sequencing of mathematical concepts, skills and experiences in personalized, investigative learning environments. Participants will design a detailed, task-oriented mathematics continuum in NUMBER, REPRESENTATION and components of MEASUREMENT: Length, Shape, Size and Distance; Weight and Balance; Capacity and Volume; Time and Motion. Mathematical experiences, 'concrete' learning tasks, and evaluation materials will be developed to correlate with the sequence of concepts and skills. The course will combine theory with practical classroom application and will be 'hands-on' in nature.

### **GED 610 Cooperative Learning (3)**

This is a course designed for the classroom practitioner desiring an introduction to the use of cooperative learning groups in the classroom. The course focuses on the Johnsons' model of cooperative learning and compares and contrasts this model with others nationally recognized. Participants will experience a variety of cooperative learning situations including membership in a weekly base group. This group is responsible for each member's support and ultimate success in the course. The instructors are both currently teaching at the middle school level and have vast experience working with teachers at all grade levels throughout Vermont. Much of this experience will be incorporated with the information provided through the assigned readings. This should be a meaningful experiential learning opportunity for all participants regardless of grade level assignments.

### **GED 612 Math Disabilities: Coursework and Practica (3)**

This course will describe math learning styles, consider causes and diagnoses of math disabilities, and introduce participants to a range of techniques to remediate math disabilities. Students will evaluate and design assessment and instructional procedures as part of a two-week practicum.

### **GED 615 Affective Education in the Classroom (3)**

In what way does the emotional realm lend itself to education... 1) through the use of one's own self and individual strengths; 2) through an understanding of others. This class will include much experiential learning and class discussion. It will integrate listening skills, case studies, and children's literature to enhance the emotional awareness of oneself in relation to children. Intensive one week course. Project due after the course.

### **GED 616 New Directions in Assessment of Student Learning (3)**

This course will explore several new directions in our ways of assessing student learning, particularly authentic assessment and performance-based assessment. The course will begin with a brief review of current assessment norms, strengths, and inadequacies and will then focus on new directions in authentic assessment and performance-based assessment. Students will have an opportunity both to gain a conceptual understanding of these approaches to student assessment and to develop skills for devising such assessments. The course will conclude with a consideration of program assessment: what it is and how it can be conducted in a meaningful way for teachers and communities.

### **GED 620 Guiding Children Through Mathematics (3)**

Math methods appropriate for elementary school math programs are presented. Cuisenaire rods, geo-boards and other math manipulatives are used to augment a text book approach.

### **GED 623 Thou Shalt Not Kill Mathematics (3)**

Math methods appropriate for elementary school math programs are presented. Cuisenaire rods, geo-boards and other math manipulatives are used to augment a text book approach.

### **GED 626 The Wonderful World of Mathematics (3)**

This course is planned to help teachers create an atmosphere in their classrooms that would duplicate the intent of the standards of the National Council of Teachers of Mathematics. It will help dispel the notion that math manipulatives are not a necessary component of the program. Instruction will stress the fact that

mathematics is a language to be communicated and understood.

Participants will become familiar with the more popular math manipulatives in use today: geo-boards, Cuisenaire rods, fraction bars, fraction factory, decimal squares, tiles/chips, tangrams. A more complete list of materials and the NCTM standards will be provided to participants following registration.

### **GED 628 Individualizing Instruction in the Mainstream Classroom (3)**

Students will work in close cooperation with classroom teacher(s) to determine which classroom techniques are most effective for instruction of the mainstreamed language/learning disabled child/adolescent.

### **GED 629 Math Curriculum: NCTM Standards and Evaluation (3)**

This course is designed to introduce students to the National Council Teachers of Mathematics (NCTM) new math curriculum standards and evaluation procedures. Students will be instructed in the use of Cuisenaire rods and geoboards, chips, tiles, decimal squares, fraction bars, fraction circles, pattern blocks, and calculators will be used to implement the standards. The theories of Piaget, child development and problem solving will be interwoven throughout the course.

### **GED 630 Part II - Thou Shalt Not Kill Mathematics (3)**

This course will take an in-depth look at math concepts. Participants will examine bases other than 10, formulas, probability and statistics, estimation, tables and graphs in a rigorous and in-depth way. It is expected that this study will stimulate and enhance participants' own mathematical knowledge and provide them with strategies to increase the quality of instruction provided in the classrooms. This is a course for teachers who have experience working with math manipulatives and who strongly support mathematics as essential to the curriculum.

*Prerequisite:* GED 623 or GED 620.

### **GED 631 Development, Learning and Individual Differences (3)**

This course examines the cognitive and social development of school aged students (K-12), considering how development impacts on learning. Students will carry out observations to assess a student's developmental level and plan appropriate instruction. The developmental perspective will be compared to other frameworks for understanding individual differences.

*Previously: Development and Education*

### **GED 632 Diagnosis of Learning Problems (3)**

This course is designed as an introduction to the differential diagnosis of learning disabilities and other mild learning handicaps. Basic principles of assessment and measurement will be reviewed. Emphasis will be placed upon analyzing the nature of tasks which assess academic achievement, learning style, and cognitive abilities so that the unsuccessful learner's strengths and weaknesses may be discerned. Actual cases will be used to demonstrate these principles.

*Prerequisite:* Special Education Degree or Concentration or permission of Director.

### **GED 633 Legal and Professional Issues (3)**

This course provides a background in the legal rights and issues that affect handicapped learners and their parents. Content also focuses on the interpersonal aspects of the Special Educator's



role. An overview of special education procedures is provided. Practicum and permission of the instructor is required.

**Prerequisites:** GED 632, 641.

### **GED 634 Consultation in the Schools (3)**

This course provides educators and special educators with the framework and skills necessary for cooperation and collaboration among students and among adults in the elementary and secondary school.

**Prerequisite:** Teaching or other school experience or Special Education Concentration or permission of the instructor.

### **GED 636 Special Topics in Reading (3)**

### **GED 639 Special Topics in Science Education (3)**

### **GED 640 Language and Learning (3)**

This seminar will consider how deficits in language acquisition and usage affect a student's ability to learn in the classroom. Problems with vocabulary, sentences and discourse will be viewed from a framework that examines the structure of language, the ability to process verbal (oral and written) instruction, and the abilities necessary to use language for communication and for learning.

### **GED 641 Instruction of Learning Disabled and Slow Learning Children (3)**

This course provides an in-depth introduction to sound instructional practices and materials to use with unsuccessful learners, based on an analysis of the learner's strengths and weaknesses. Methods used to teach reading, spelling, study and writing skills will be covered. (Middle and Secondary offered in Fall; Elementary offered in Summer.)

### **GED 647 Using the Macintosh in the Educational Setting with a Focus on Hypercard (3)**

This course will provide hands-on the curriculum development experience using the Macintosh as a presentation tool. It will focus on Hypercard as the major tool and will require students to integrate the laser disk and CD Rom disks into their final projects. The final project will be the development of curriculum using Macintosh presentation tools.

### **GED 648 Integrating the Arts in Education: Multiple Intelligences and Beyond (3)**

This course is designed for educators who wish to pursue an in-depth understanding of Howard Gardner's theory of multiple intelligences and its relationship to the integration of the arts in all curriculum areas and at all levels of human development. Particular attention will be given to visual/spatial, bodily kinesthetic, musical and the personal intelligences. Practical and applied understanding will emerge from active participation in expressive mediums such as creative movement and dramatics, dance, music, story telling, mask making, drawing/collaging, and clay. This course is appropriate for both artists and "non artists" - it is intended to develop the artist in each of us.

### **GED 650 Connecting History and Science (3)**

This course is designed to provide science in a historic perspective, making connections in American history which integrate the science in history, art and daily living. Through access to the Shelburne Museum and experimental activities, the class will demonstrate an interdisciplinary approach to teaching science and history. The focus will be on the physical sciences, covering

such topics as simple machines, heat and energy, optics, chemistry and natural resources.

### **GED 651 Writing in the Content Areas (3)**

The purpose of this course is to further extend the use of journal writing within the content areas of the school curriculum. This course will look extensively at the connections between the reading and writing process. Participants will study techniques which focus on children's literature for developing a classroom reading program as well as developing skills in cluster writing and the writing process. This course is suitable for the classroom teacher in grades 1-12 and involves direct application to the participants' classroom settings.

### **GED 653 Adult Development: Theory and Practice (3)**

This course examines critical life issues around adult learning and development. Topics covered include: life age and stage theories, models for facilitating growth and change in different settings, career development, and coping with transitions through the life course. Particular emphasis will be given to staff development in educational settings.

*Previously: Adult Learning and Staff Development*

### **GED 655 Children Under Stress (3)**

Children can encounter stressful situations in life almost daily. Recent statistics on child suicide, drug abuse, and violence are frightening and suggest that children are victims of worry and pressure. This course will examine the sources, symptoms and reduction strategies of childhood stress. Topics to be explored will include stress in the home, at school, from peers, in sports, divorce, hospitalization and stress of death and dying.

### **GED 661 Designing Programs for Children with Learning Disabilities/Problems (3)**

Students will design, implement and evaluate instructional programs for learning disabled and other mainstreamed handicapped learners. *Practicum course.*

**Prerequisites:** GED 632, 641, 633.

### **GED 662 Implementing and Evaluating Instructional Programs (3)**

Students will design, implement and evaluate instructional programs for students with learning problems. *Practicum course.*

### **GED 664 Implementing a Consulting Program in the School (3)**

Students will implement and evaluate the programs necessary to facilitate mainstreamed education, including inservice education for parents and teachers, team teaching, designing curriculum modifications, monitoring the child's progress, and maintaining effective working relationships.

**Prerequisites:** GED 633 or GED 505 and GED 634. *Limited to 8 students.*

### **GED 665 Teaching Thinking Skills (3)**

This seminar will cover current popular approaches to teaching thinking skills and provide opportunities to help teachers develop thinking skill programs.

### **GED 667 Words Come Alive: Drama as a Teaching Tool (1)**

Drama is the most neglected art in the school curriculum and yet it is one of the most engaging tools an educator can employ. Designed for those with little or no acting experience, this course

will present ways to integrate drama into the elementary school curriculum without putting on a play. Topics will include narrative pantomime, characterization, improvised dialogue and story dramatization as they apply to the teaching of literature, history and science.

### **GED 668 Wishes and Dreams (1)**

An introduction to poetry for children from early childhood through the middle school years. Emphasis will be on awakening children to the delights of hearing, reading and writing poetry and helping parents and teachers develop ideas about how they can guide children in this process.

### **GED 669 Storytelling and Folklore (2)**

In every culture around the world folktales have been passed from generation to generation through storytelling. Students will revive this ancient art by studying different sources of traditional folklore and learning various presentation techniques. Emphasis will be on the uses of storytelling and folklore in schools and libraries.

### **GED 670 Dinosaurs to Diodes: Science Books for Children (1)**

This course will explore books, periodicals and teaching strategies relating to children (K-6) and the sciences. Natural and applied sciences and related topics will be included. Students of the course will be exposed to numerous quality science trade books available to this age group.

### **GED 671 The American Mosaic: Multi-Cultural Images in Children's Literature (1)**

One of the best ways, and sometimes the only way, children can learn about cultures different from their own is through literature. In this brief introduction, students will read contemporary and historical fiction and nonfiction that reflect some of the racial and ethnic diversity in the U.S.

### **GED 686 Independent Study (1-6)**

### **GED 687 Directed Readings (1-6)**

### **GED 688 Practicum (3-6)**

### **GED 691 Science Teaching and the Development of Thinking (3)**

This course will help teachers develop their abilities to understand applications of earth science, physics and chemistry in the community. Through problem solving approaches teachers will examine how their students learn and think about the ecosystem. Topics that will be covered include the scientific method, the earth as part of the universe, matter, energy and light and its properties. Participants will examine alternative conceptions of the traditional scientific view and innovative teaching strategies that can be used in the classroom. This course is designed for educators who teach science in grades K-12.

### **GED 692 Advanced Seminars (3)**

These seminars are part of the CAGS program in Language/Learning Disabilities. Students design content and products to meet their individual needs.

**Prerequisites:** GED 631, 641, 553 or 634.



## TEACHING ENGLISH AS A SECOND LANGUAGE

### HISTORY AND PHILOSOPHY

Saint Michael's College has provided graduate study in Teaching English as a Second Language since 1962. Its faculty averages over 15 years of experience per person and its students have been drawn from over 60 countries, including the United States. Graduate students have access to a reference collection in the Saint Michael's Library. Students also have an opportunity for a teaching practicum in the Center's Intensive English Program.

The approach of the program is to offer theoretical and methodological training integrated with practical coursework which will allow graduates to assume professional, instructional and administrative roles in programs of Teaching English as a Second Language/Foreign Language in the United States and abroad. There are currently three program options in graduate TESL study: The Master's Program in Teaching English as a Second Language (MATESL), The Advanced Certificate Program in TESL and the Institute in TESL.

### OBJECTIVES

- To provide an overview of current linguistic and second language theory and practices
- To provide applied training in all areas of language skill instruction
- To provide experience in special areas such as testing, curriculum and materials development, use of audio-visual techniques and equipment
- To prepare graduates who are qualified to assume professional roles or continued graduate study
- To prepare graduates with cross-cultural competencies and sensitivity necessary to working with diverse national groups

### ADMISSION REQUIREMENTS

Applicants must have a B.A. or B.S. degree with at least a "B" average from an American college or university or its equivalent from a foreign university. Applicants for whom English is not a native language must have a TOEFL score of 550 or better. Those who lack the required English proficiency must follow an Intensive English program either at Saint Michael's or at some other institution and reapply before entry into the program.

### MATESL DEGREE REQUIREMENTS

Students must successfully complete thirty-six (36) credits (12 courses) from the following:

#### *Required Courses:* (21-24\* credits)

GSL 500	Introduction to Language and Linguistics
GSL 501	English Phonology
GSL 502	English Grammar
GSL 506	Communication Skills (for non-native speakers)
GSL 542	Theory and Method in Second Language Teaching
GSL 543	Teaching Oral Skills in ESL/EFL
GSL 544	Teaching Reading and Writing in ESL/EFL
GSL 686	Practicum in TESL

#### *Elective Courses:* (15 or 12\* credits depending on required course credits)

GSL 503	Problems and Theory in Grammar
GSL 520	Computer Assisted Language Learning Workshop
GSL 560	Culture and Communication Workshop
GSL 561	Working with Textbooks: Using Course Texts Effectively
GSL 562	Audio Visual Communication (Non-Computer) in ESL/EFL
GSL 563	English for Special Purposes (ESP)
GSL 564	Literature in ESL/EFL
GSL 565	Grammar in the Classroom
GSL 575	Ideas that Work in TESL
GSL 600	English Vocabulary and Semantics
GSL 601	Studies in American Culture
GSL 602	Intercultural Communication
GSL 603	Selected Topics in Applied Linguistics
GSL 605	History of the English Language
GSL 606	Course and Syllabus Design in ESL/EFL
GSL 607	Issues in Sociolinguistics
GSL 609	Contrastive Linguistics
GSL 611	Pragmatics
GSL 615	Psycholinguistics
GSL 620	Testing and Evaluation in TESL
GSL 670	Independent Study in TESL/TEFL
GSL 689	Special Seminar in TESL

\*International students are required to take GSL 506, Communication Skills, as a core requirement.

### SPECIAL NOTES

Students may complete the MATESL Program in two semesters and combined Summer coursework in two of three Summer Sessions (first/second/late) on a full-time continuous basis. Some students may require or desire an additional term of study to perfect skills. The degree may also be earned over four or five summers of full-time studies or over two summers and three or four academic semesters on a part-time basis. Students may enter the program in June, September, or January, and must apply at least 90 days prior to the first class meeting of any term.

No more than 12 credits may be taken during each of the Fall and Spring Semesters without written approval. There are three Summer Sessions: first, second, late. No more than 9 credits may be taken in the Second Summer Session and no more than 12 credits may be taken during the total summer period.

Students may also petition to take two graduate courses from the Master of Education Program. Students with fewer than 12 undergraduate credits in Education should consider taking 6 credits in Education courses.

In addition to these course requirements, students must file a candidacy form after 6 to 9 credit hours have been completed and must complete an oral comprehensive examination during the last semester of their program. Guidelines are provided in the "Handbook for Students in the TESL Graduate Programs," which is sent to the student with their letter of admission.

## THE ADVANCED CERTIFICATE PROGRAM IN TESL

The Advanced TESL Certificate Program, an 18-credit sequence, is an option within the full MATESL Program. It is of particular interest for those who do not wish to pursue a full Master's program or who have special training objectives in mind. Certificate courses may be applied to the MATESL program.

The Advanced TESL Certificate can be earned over two summer periods or two semesters or on a part-time basis.

**Admission Requirements** - Requirements are the same as for the MATESL program.

### Required Courses:

GSL 501	English Phonology
GSL 502	English Grammar
GSL 542	Theory and Method in Second Language Teaching
GSL 543	Teaching Oral Skills in ESL/EFL
GSL 544	Teaching Reading and Writing in ESL/EFL
GSL 686	Practicum in TESL

## THE INSTITUTE IN TEACHING ENGLISH AS A SECOND LANGUAGE

The Institute, given only in the summer, is a six-week, nine-credit professional program for native and non-native teachers of English as a Second Language. The Institute is intended for students who desire a short-term training opportunity for special study of the phonology and syntax of English and of methods, procedures, and techniques for teaching English as a Second Language. The Institute may also be taken by those who wish to begin studies during the Summer Session for the Advanced Certificate and the Master's Program. Institute courses may be applied to the MATESL program.

**Admission Requirements** - Requirements are the same as for the MATESL program.

### Required Courses:

GSL 500	Introduction to Language and Linguistics
GSL 542	Theory and Method in Second Language Teaching
*GSL 543	Teaching Oral Skills in ESL/EFL
	OR
*GSL 544	Teaching Reading and Writing in ESL/EFL

\*Offered in alternate semesters.

**Special Note** - Admission to the Institute and/or the Certificate Program does not constitute admission to a graduate degree program at Saint Michael's College. Applicants who wish to follow a degree program at the College must make application to the Graduate Studies Office.

## COURSE DESCRIPTIONS

### TEACHING ENGLISH AS A SECOND LANGUAGE

#### GSL 500 Introduction to Language and Linguistics (3)

This course provides an overview of topics and issues of Language and Linguistics today. It covers basic concepts and

terminology in the major areas of linguistics and communication: phonology and phonetics; morphology; syntax; semantics; sociolinguistics; pragmatics; psychology of language and language acquisition. In addition to readings from the text, there will be assigned readings in areas of special interest. **Note: Priority registration for new students. Others admitted as space is available.**

#### GSL 501 English Phonology (3)

The principles of articulatory phonetics and an outline of American English phonology are introduced in this course. Beginning research into contrasts between English and other languages is supported by class analysis and discussion. The course includes the application of articulatory phonetics to ESL/EFL classroom procedures for the teaching of pronunciation. **Note: This course should be taken early in the program.**

#### GSL 502 English Grammar (3)

This course provides an introduction to various approaches to the study of grammar, with special attention to areas of difficulty for learners of English as a second or foreign language. A basic outline of the structure of English is presented. **Note: This course should be taken early in the program.**

#### GSL 503 Problems and Theory in Grammar (3)

This course focuses on grammatical areas that are particular problems for teachers and learners of English as a second or foreign language. Whenever possible, contrastive data from other languages are elicited and discussed. Students have the opportunity to apply grammatical analyses to teaching points.

**Prerequisite:** GSL 502 or permission of instructor.

#### GSL 506 Communication Skills (3)

This course is required of all non-native speakers of English. It provides amelioration of listening, speaking, reading, and writing skills for academic purposes and offers practice of the rhetorical conventions for written composition and oral presentation in English.

#### GSL 520 Computer Assisted Language Learning (3)

This course begins with an overview of Computer Assisted Language Learning (CALL), an introduction to the specialized vocabulary surrounding it, and a review of the research regarding its effectiveness. Participants in the course are then provided with hands-on experience using and evaluating ESL software. Related uses of the computer for record-keeping, testing, the design of teaching materials, etc. are also introduced. Finally, participants design an ESL teaching unit which includes a CALL component.

#### GSL 542 Theory and Method in Second Language Teaching (3)

This course addresses the history and current realities and objectives of the field of Second Language Learning and Teaching. Using a comparative approach to current methodologies, students receive applied training in approaches for vocabulary building, pronunciation, grammar, reading and writing instruction. **Note: This course should be taken early in the program.**

#### GSL 543 Teaching Oral Skills in ESL/EFL (3)

Demonstration and discussion of materials and techniques for teaching the skills of listening, speaking and pronunciation, along with relevant theoretical issues, are the focus of this course. Instructional techniques for the presentation, explanation and



practice of grammar are also included. Micro-teaching techniques are employed.

### **GSL 544 Teaching Reading and Writing in ESL/EFL (3)**

The focus of this course is to prepare students in the teaching of English reading and writing skills and vocabulary development and expansion. The course provides discussion of materials and techniques, technique demonstrations and micro-teaching experiences. Special attention is directed to assisting prospective teachers in the selection of appropriate instructional methods and materials for learning groups at various levels of English proficiency.

### **GSL 560 Culture and Communication Workshop (3)**

This workshop is intended to provide both practical and theoretical insights into challenges and difficulties in human communication which result when representatives of different cultures interact. The workshop helps to expand the students' knowledge of themselves culturally and their capacity to appreciate and deal with differences in others and helps them see themselves in an international perspective.

### **GSL 561 Working with Textbooks: Using Course Texts Effectively (3)**

This course presents a framework for evaluating current ESL/EFL textbooks. We examine a range of course books at different proficiency levels: skills based texts; traditional texts; communicative texts; and special purpose texts. Classroom activities include deciding when to omit, add, adapt or replace a portion of a text and choosing suitable materials for supplementation. Students complete a project related to textbook evaluation and adaptation.

### **GSL 562 Audio Visual (Non-Computer) in ESL/EFL (3)**

The workshop is designed to help teachers understand the advantages and limitations of the various media by learning how to operate the equipment successfully. Participants practice the basics of visual and verbal languaging. This is a "hands-on" workshop in the effective classroom use and value of: overhead projectors, film and filmstrips, video cameras, closed caption, audio cassettes (Language Lab) and visualization in the teaching/learning process.

### **GSL 563 English for Special Purposes (ESP) (3)**

Participants in this course address the language objectives of non-native speakers of English in specialized areas: business, science-technology, diplomacy, academic fields. Using a case-study approach, students learn to assess skills, identify needs, organize materials, and design mini-programs for ESP students. No background in specialized fields is necessary.

### **GSL 564 Literature in ESL/EFL (3)**

Utilizing the various literary genres, the participants examine and explore creative ways of helping the ESL/EFL students to understand and interpret literature more effectively in their study of language and exploration of self and others. Special attention is given to interactive and collaborative student-centered learning activities.

### **GSL 565 Grammar in the Classroom (3)**

This is a practical, hands-on workshop in which a number of important grammar points are examined from the point of view of the classroom teacher. Our cooperative efforts will be directed toward the development of appealing, and creative contexts and activities for the presentation and practice of these points.

### **GSL 575 Ideas That Work in TESL (3)**

The course consists of an examination of new techniques in the four language skills, with discussion of the theory behind them. Students practice these techniques in class through micro-teaching. Special attention is paid to the communicative aspect of language use, drama techniques, and the use of games, role-play and simulation, etc. We will explore innovative ways to deal with grammatical structures and other problem areas of English.

### **GSL 600 English Vocabulary and Semantics (3)**

This course presents a study of word-forming patterns of English and a description of types and sources of the vocabulary with an eye to the "learning load;" introduction to the principles of semantics; "meanings of words and sentences;" a consideration of cross-cultural indexing.

### **GSL 601 Studies in American Culture (3)**

Readings, films, and discussions on selected topics are used to illustrate and highlight American patterns of thinking, assumptions, values and cultural norms. Contrastive data from other cultures are an important part of the course.

### **GSL 602 Intercultural Communication (3)**

Lectures, readings, case studies, films and cross-cultural simulation exercises form the basis of discussions on the following topics: theories of communication; culture and perception; stereotyping; prejudice; ethnocentrism; culture shock; and nonverbal communication.

### **GSL 603 Selected Topics in Applied Linguistics (3)**

This course addresses psycholinguistics and the teaching of reading in ESL; error analysis in the classroom; studies in second-language acquisition; problems and practices on large-group instruction. The course consists of readings, discussions and student projects in each area of inquiry.

### **GSL 604 Second Language Acquisition (3)**

This course introduces language teachers to the major issues of second language learning. These issues include the nature of true bilingualism; the relationship between the acquisition of one's native language and languages learned after childhood; and biological and social constraints on second language acquisition. Contending models of second language acquisition will be evaluated, and applications to language instruction will be demonstrated with examples from language learners.

### **GSL 605 History of the English Language (3)**

This survey course includes both the inner and the outer history of the English Language. In addition, it addresses several areas of specific interest such as phonological and grammatical change, early literature, usage development and other major developmental components of the English language.

### **GSL 606 Course and Syllabus Design in ESL/EFL (3)**

This course examines the bases of curriculum and syllabus planning for both ESL and EFL programs. Aspects of the course include: assessing the needs of different groups of learners; setting realistic goals for a program; surveying existing programs; examining the separate purposes of curriculum and syllabus; and examining various syllabuses for strengths and weaknesses. Participants in the course are asked to relate this information to a particular teaching situation and to develop an outline of a curriculum and an appropriate syllabus for this situation.

**GSL 607 Issues in Sociolinguistics (3)**

This course focuses on the application of sociolinguistics research to classroom language teaching in ESL and EFL. Students have an opportunity to review relevant studies in this area and to develop their own proposals for sociolinguistic research.

**GSL 608 Discourse/Error Analysis: Practical Implications for Second Language Teaching (3)**

The purpose of this course is two-fold: a) to examine approaches in discourse/error analysis of second language learners' written and spoken language; b) to provide an opportunity for the MATESL students to analyze real data, written or spoken, produced by ESL students and to design instructional materials based on their analysis. Topics include: the value of learners' errors in materials development, sources and causes of errors in multi-level, multi-cultural ESL classes, advantages and techniques of error analysis, and the significance of discourse analysis in teaching grammar, vocabulary, written and spoken language.

**GSL 609 Contrastive Linguistics (3)**

This course examines various views of language and language study, gives a historical overview of the Contrastive Analysis (both predictive and explanatory versions) vs. the Error Analysis Hypothesis and of different models of linguistics and L2 learning that these two distinct hypotheses advocate. Focusing on the strengths and weaknesses of these two hypotheses, the course also evaluates pedagogical strategies and instructional materials that they recommend. It finally offers students a practical technique to analyze the L2 learners' language problems.

**GSL 611 Pragmatics (3)**

This course studies the use of language in communication, particularly the relationships between sentences and the contexts and situations in which they are used. The course examines how the interpretation and use of utterances depends on knowledge of the real world; how speakers use and understand speech acts; and how the structure of sentences is influenced by the relationship between the speaker and the hearer.

**GSL 615 Psycholinguistics (3)**

This course examines the relationship between linguistic behavior and cognitive functions such as memory, attention, and conceptualization. Topics include: thought and language; comprehension and production processes; L1 vs L2 acquisition; processing disorders in language; sign languages.

**GSL 620 Testing and Evaluation in TESL (3)**

This course provides review of a number of current methods for classroom and standardized language testing and evaluation. Particular emphasis is placed on discrete point versus integrative approaches, with special attention to classroom tests. Alternative testing objectives for different types of students (general academic, EFL, ESL, survival students, etc.) are considered. The course ends with discussion of less traditional approaches to language evaluation and a look toward future trends which may be developing in the field.

**GSL 670 Independent Study in TESL/TEFL (3)**

Restricted to candidates with sufficient background to allow self-directed study in a designated area of inquiry. An independent study course cannot be approved until the student has selected an instructor who is willing to supervise the study. The student must then submit an independent study proposal which has been approved by the supervising instructor. Along with this proposal,

an MATESL Independent Study form must be submitted at the time of registration. A final report includes an annotated bibliography in the area of study, reviews of current articles and/or text materials as directed by the supervising instructor, and a paper presenting the findings of the study, to be placed in the library.

**GSL 686 Practicum in TESL (3)**

Restricted to students who have completed GSL 501, 502, 542, 543 and/or 544. Students meet in weekly seminars to discuss aspects of classroom procedures: goals and objectives, course and syllabus design, writing lesson plans, evaluating textbooks and materials, classroom observation and practice-teaching.

**GSL 689 Special Seminar in TESL (3)**

A summary of bibliographical and research resources in TESL. Readings and discussions on selected topics vary, but they center on current issues, principles and problems in second language teaching and in TESL in particular. Each student is also required to choose a special topic for more detailed study and to make oral and written reports on it to the seminar.



## THEOLOGY AND PASTORAL MINISTRY

### HISTORY AND PHILOSOPHY

The Master of Arts in Theology began in 1962, and thus is one of the oldest programs of this type in the United States with a tested curriculum and a proven record. The program is small enough to provide a cohesive student body, and large enough to afford the resources for a wide selection of courses and teachers. The Theology and Pastoral Ministry Program emphasizes the development of the whole person in the context of a Christian community. Theological studies, liturgy and prayer, and even recreational activities are all integral elements of the program. The faculty members and most students reside on campus, and this contributes to the atmosphere of friendship and community for which Saint Michael's is well known.

Class size usually varies between fifteen and thirty students. This gives ample opportunity for personal attention and consultation with the teachers. Additionally, because teachers reside on campus, they are easily accessible. Courses of six-weeks', three-weeks' or two-weeks' duration are given during summers only.

The Theology and Pastoral Ministry program also offers two kinds of certificates: the Graduate Certificate and the Certificate of Advanced Specialization.

### OBJECTIVES

The curriculum is a threefold combination of core requirements, concentration requirements, and electives. This provides students an excellent scriptural and theological foundation, while maintaining a great deal of latitude and choice of courses. We believe that this combination best serves the needs of the student, the ministry, and the Church. The core establishes the necessary foundation, the concentration allows for specialization, and the electives allow students to select courses in view of personal needs and ministry. In this way, student needs and interests are best accommodated.

### MASTER OF ARTS IN THEOLOGY (M.A.)

**Admission Requirements** - General admission requirements and procedures are to be found in the Admissions section of this catalogue. Special prerequisites for this program are as follows:

1. Bachelor's degree in arts, science, philosophy, theology or education with a 2.5 average, or the equivalent in another country.
2. A minimum of twenty-four credits in theology and other humanistic disciplines such as philosophy, psychology, sociology, and literature is required. Ideally, students should have at least an Introduction to the Old Testament and an Introduction to the New Testament in their undergraduate background. Candidates who lack these prerequisites may take them concurrently with degree work (usually without graduate credit) or may agree to take more courses than required by the degree or, in some cases, may use some of their electives to make up this background. Details are available on request.

**Program Requirements** - Students are generally free to choose their courses within the required areas of study, but some

concentrations require specific courses. If possible, first courses in Old Testament, New Testament, Moral Studies, and Liturgical Studies should be introductions to these fields. The programs outlined below represent the minimum requirements. Students may use some of their electives for additional courses in their area of concentration or another area of interest.

**Thesis Option** - In Systematics and Scripture a student may opt for a thesis instead of two courses (six credits). In this case, a 3.0 average is required as well as three Philosophy and three Theology courses in the undergraduate background. A student may wish to write a thesis for the discipline this provides, to learn about research procedures or to prepare for doctoral work. The thesis option involves language, comprehensives and thesis. More detailed instructions are available on request.

**Candidacy** - Students pursuing the M.A. are admitted provisionally and designated as Special Students until certain prescribed courses or areas have been successfully completed. Then they may apply for full candidacy. Degree students do not have to declare for candidacy courses right away, but they must declare for candidacy before completion of fifteen (15) credit hours of graduate study (in the case of students taking the thesis option, before completion of twelve (12) credit hours). Ordinarily, however, students should seek candidacy as soon as possible.

**Transfer of Credit** - Six credits from another institution may be transferred to Saint Michael's College. This can be done to accelerate a student's work or to broaden the spread of courses available to the student. Required areas, however, must be taken at Saint Michael's College. Detailed instructions are available upon request.

### DEGREE REQUIREMENTS

1. **Core Requirements** - These are Scriptural and Theological. Though these are required, a student still has a wide discretion in the choice of particular courses within each area. Areas and courses within each area appear as follows:
  - a. **Scripture** - A full cycle is given over a period of approximately three years. The Old Testament courses include: Introduction to the Old Testament, Pentateuch, Prophets, Writings. The New Testament courses include: The Synoptics (Introduction to New Testament), Saint Paul, Johannine Literature, and other specialized courses. The Introduction to the Old Testament and Introduction to the New Testament (Synoptics) must be among the first courses a student takes unless these courses already appear in the student's background.
  - b. **Systematics** - Two courses are required in this area from a selection which includes: Introduction to Systematic Theology, Christology, Ecclesiology, Grace and Revelation.
  - c. **Liturgy** - Course offerings in this area include: Introduction to Liturgy, Fundamental Sacramental Theology, Eucharist, Sacraments of Initiation.
  - d. **Moral** - Foundations of Moral Theology is the course offered in this area.
2. **Concentration Requirements** - Requirements depend on the concentration as explained below under each concentration.

**3. *Elective Courses*** - In addition to the Core Requirements and the courses in each Concentration, the student may choose from a number of elective courses. A broad selection of courses is offered each summer in order to provide the students with ample discretion in the choice of elective courses.

Every course offered in the core and concentration areas can also serve as an elective. Beyond that, other courses are offered according to need, interest and availability of faculty. These have been drawn up to allow students to personalize and construct their own curriculum in large part, and thus satisfy their own needs and those of their apostolate or ministry. Courses are scheduled on a rotating basis. For a partial listing of these courses refer to the specific course listing below.

Clinical Pastoral Education (CPE) is offered each summer in cooperation with the Medical Center Hospital of Vermont (MCHV). Further information on the MCHV program and the application of credit towards the degree for other approved CPE programs is available on request.

## GRADUATE CERTIFICATE

This Certificate program is designed for students whose employment requires that they get some background but not necessarily a degree. Also for students who for one reason or another do not wish a degree or for students who only want to become more current in the areas offered in our program.

### ***Admission Prerequisites***

1. Bachelor's degree in arts, science, philosophy, theology or education with a 2.5 average, or the equivalent in another country.
2. A minimum of eighteen credits in theology or other humanistic disciplines such as philosophy, psychology, sociology, literature, history and the like.

***Graduate Certificate Program*** - The Graduate Certificate program requires six courses (eighteen credits) in specific areas of study. The core areas for this program are normally:

1. Old Testament
2. New Testament
3. Systematics
4. Moral Studies
5. Liturgical Studies
6. One Elective Course

If students wish to continue their studies and pursue the M.A. degree, they may apply the Graduate Certificate courses to the degree program provided they meet all requirements.

## CERTIFICATE OF ADVANCED SPECIALIZATION (C.A.S.)

This is a post-degree certificate. The C.A.S. (Certificate of Advanced Specialization) provides advanced training beyond the Master's level. It is designed for those students who have graduated at least three years previously and wish to up-date their skills, their fields, or acquire new ones. Some persons go on for doctorates after their Master's degrees but many prefer to become more proficient in certain areas or acquire new skills.

***Admission Prerequisites*** - A graduate degree in Theology or Religious Education or a related field and at least three years of experience following the awarding of the Master's degree.

***C.A.S. Program*** - The Certificate of Advanced Specialization will require half the number of courses needed for a Master's degree. It can be done in three summers and will require six courses (or eighteen credits). The program which is drawn up will be individualized and, therefore, the area of specialization, as well as the electives, will be chosen in consultation with the Department Director. This is in order to reinforce the area in which a student is working or interested.

## THEOLOGY AND PASTORAL MINISTRY CONCENTRATIONS

***Religious Education Concentration*** - This concentration is designed to prepare students for teaching religion at the elementary and secondary school level, for those involved in adult education, for coordinators or directors of religious education, and those seeking renewal or some continuing education and formation.

Twelve courses (thirty-six credits) are required for this concentration following a 6/3/3 formula: six core courses, three concentration courses, three electives. The student must take GTH 530 Foundations of Religious Education in either the first or second year. Students must take one other special course in Religious Education (e.g., children, youth, adult, family, special education). With approval, the third concentration course may be taken from the Education or Psychology Departments. For candidacy to the degree, the student must follow the sequence under 1, 2, and 3 in order to qualify. Areas 4, 5, 6, 7, 8, can be taken in any order.

1. ***Foundations of Religious Education.*** First or second year.
2. ***Old Testament Studies.*** First or second year.
3. ***New Testament Studies.*** First or second year.
4. ***Systematics.*** Two courses. Any year.
5. ***Liturgical Studies.*** Any year.
6. ***Introduction to Moral Theology.*** Any year.
7. ***Concentration Courses.*** Two more courses (explained above). Any year.
8. ***Three Elective Courses.*** Any year.

### ***Pastoral Ministry and Spirituality Concentration*** -

This concentration is designed particularly for those in the ministerial areas such as counseling, campus ministry, youth work, adult work, hospital ministry, work with the sick, retreats, parish ministry, etc.

Twelve courses (thirty-six credits) are required for this concentration following a 6/3/3 formula: six core courses, three concentration courses, three electives. The three elective courses also may be used in the Ministry area.

With approval, some courses may be taken in the Psychology Department. For candidacy to the degree, the student must follow the sequence under 1, 2, 3 in order to qualify. Areas 4, 5, 6, 7, 8 can be taken in any order.

1. ***Introduction to Pastoral Counseling.*** First or second year.
2. ***Old Testament.*** First or second year.
3. ***New Testament.*** First or second year.
4. ***Systematics.*** Two courses. Any year.
5. ***Liturgical Studies.*** Any year.
6. ***Introduction to Moral Studies.*** Any year.
7. ***Pastoral Ministry and Spirituality Studies.*** At least two more



chosen from courses such as: Parish, Marriage, Family, Peace and Justice, Ministry, Catechumenate, Sacraments of Initiation, Liturgy, Sexual Ethics, Social Ethics, Prayer, Spiritual Direction, Religious Education, Psychology or CPE.

**8. Three Elective Courses.** These can be chosen from any courses we offer. They can also be chosen from the Pastoral Ministry and Spirituality area. This gives the student six courses in Theology-Scripture and six courses in Pastoral Ministry-Spirituality. Any year.

**Scripture Concentration** - This concentration is appropriate for those students who wish to deepen their background in this area, for those who teach in this area, for those who wish to take this approach to spirituality and for several other areas of interest.

Twelve courses (thirty-six credits) are required for this concentration following a 6/4/2 formula: six core courses, four concentration courses, two electives (four electives if Old Testament and New Testament background have been satisfied). Four core courses must be satisfied: two in Systematics, one in Moral, one in Liturgy. As concentration requirements, the student must take two special courses in the Old Testament (e.g., Pentateuch, Prophets, Writings) and two special courses in the New Testament (e.g., St. Matthew, St. Paul, St. John). For candidacy to the degree, the student must follow the sequence under 1 and 2 in order to qualify. Areas 3, 4, 5, 6, 7 can be taken in any order.

1. **Old Testament Studies.** Either Introduction, if needed, or a special course. First or second year.
2. **New Testament Studies.** Either Introduction, if needed, or a special course. First or second year.
3. **Systematics.** Two courses. Any year.
4. **Liturgical Studies.** Any year.
5. **Introduction to Moral Theology.** Any year.
6. **Electives.** Four electives if students already have Introduction to the Old Testament and Introduction to the New Testament in their background; otherwise, two electives if these have to be made up.
7. **Thesis Option.** Six credits (see Graduate Theology and Pastoral Ministry Admissions and Degree Requirements section).

**Theology-Systematics Concentration** - This concentration is designed for the same groups as in Religious Education but especially for those involved in adult education, the training of teachers, the design of programs and for those contemplating doctoral studies.

Twelve courses (thirty-six credits) are required for this concentration. The sequence outlined under 1, 2, 3 must be followed in order to qualify for candidacy. Areas 4, 5, 6, 7, 8 may be taken in any order.

1. **Old Testament Studies.** First or second year.
2. **New Testament Studies.** First or second year.
3. **Systematics.** Christology and ecclesiology. One is required for candidacy; the other, any year.
4. **Liturgical Studies.** Any year.
5. **Introduction to Moral Theology.** Any year.
6. **Concentration Courses.** Two more from Old Testament, New Testament, Systematics or Liturgical Studies. Any year.
7. **Electives.** Four electives. Any year.
8. **Thesis Option.** Six credits (see Graduate Theology and Pastoral Ministry Admissions and Degree Requirements section).

## SPECIAL NOTES

**Activities** - In order to foster the sense of community and to educate the whole person, the campus furnishes a variety of activities aside from classroom work: theater, concerts, day trips, hikes, visits to Stowe, Weston, movies, lectures. The campus is close to Lake Champlain and has a fine arts building with two theaters and an art gallery as well as a gymnasium with a large swimming pool. (See Student Services Section of the catalogue for more information.)

**Housing** - Students may reside in the dormitories (single rooms) or choose to live with a group of three others in a comfortable townhouse. The townhouses provide private rooms, a large lounge and kitchen facilities. Townhouse accommodations are also available to families.

**Liturgy** - There are daily liturgies celebrated during the summer program. The emphasis is placed on the 4:30 p.m. liturgy as the community's act of worship near the end of the day. Here many persons and talents are brought together in a celebration that expresses our studies and beliefs.

**Fees** - Our tuition costs have remained very competitive with comparable institutions. Auditors and Certificate of Advanced Specialization (C.A.S.) students pay a lower tuition fee.

**Financial Aid** - Financial aid is available to students. For more information, please contact the Director of Graduate Theology and Pastoral Ministry.

**Faculty** - Saint Michael's Theology and Pastoral Ministry teachers are internationally known and have come from a number of North American and European countries. They also reflect a broad spectrum of religious communities and their traditions. New faculty are added each year to augment those faculty members who are with us on a more regular basis. This provides both continuity and fresh perspectives to our program. The following is a partial list of former and current faculty members: Gerard Austin, O.P.; Edward Braxton; Margaret Brennan, IHM; Frederick Cwiekowski, S.S.; Godfrey Diekmann, OSB; Catherine Dooley, O.P.; Stephen Doyle, OFM; Michael Fahey, SJ; Richard Fragomeni; Reginald Fuller; James Gaffney; Maureen Gallagher; Patrick Granfield, OSB; Charles Gusmer; Richard Gula, SS; Bernard Haring, CSSR; Wilfrid Harrington, OP; Monika Hellwig; Brennan Hill; Philip Keane, SS; Alice Laffey; Dermot Lane; Dolores Leckey; Anthony Lobo, SS; Frank Matera; Brian McDermott, S.J.; Jerome Neyrey, SJ; Gerald O'Collins, SJ; Thomas O'Meara, OP; PHEME Perkins; Lucien Richard, O.M.I.; Sandra Schneiders, I.H.M.; Alexa Suelzer, SP; George Tavad, AA; Robert Wicks.

## COURSE DESCRIPTIONS

### THEOLOGY AND PASTORAL MINISTRY

#### OLD TESTAMENT

##### GTH 521 Introduction to the Old Testament (3)

A historical, theological and literary approach to the Old Testament. Survey of modern critical methods, major theological themes. Survey of early Israel and the Pentateuch, the monarchy, the prophetic movement, the exilic and post-exilic periods, the formation of Judaism in the Persian and Hellenistic periods. Wisdom literature.

**GTH 522 The Prophets of Israel (3)**

The phenomenon of prophecy in ancient Israel. Reading of the classical prophets and the distinctive contribution of each. Continuing themes among the prophets. Study of forms and techniques such as: irony, metaphor, chiasmas genre, parable, complaint, prayer, lawsuit.

**GTH 615 The Writings of the Old Testament (3)**

Study of the third section of the Old Testament—the Writings. Broad spectrum of its contents from prayerful liturgical song (Psalms) to outrageous theological challenge (Job and Qoheleth). Israel's response to the crises of exile and alienation in such short stories as Esther, Ruth, Judith. Situation in historical context as well as in Christian faith community.

**GTH 616 The Psalms as Old Testament and Christian Prayer (3)**

Background in Israel and the ancient Near East. Relation to Wisdom Literature. Literary and formal characteristics. Theology of the Psalms and their use of Christian liturgy and piety.

**GTH 626 The Pentateuch (3)**

The Pentateuchal traditions from faith event through oral transmission to the final written text. Overview of the historical periods relative to the Pentateuch. Exegesis of key passages and examination of diverse theories within the text. A dynamic appreciation of the Pentateuch and its relation to the rest of Biblical tradition.

**NEW TESTAMENT****GTH 515 The Johannine Writings (3)**

Structure and theology of the Gospel with special attention to its Christology. The Johannine community behind the Gospel. The Johannine Letters and their connection to the Gospel.

**GTH 517 Pauline Letters and Theology (3)**

Life, writings and theology of St. Paul. Closer examination of some letters such as I Corinthians. Sociological background. Special topics or problems such as: women in the early church, ministry, authority and church structure, Christian life according to Paul.

**GTH 520 The Synoptic Gospels (3)**

Modern historical-critical and literary methods. The communities behind each Gospel. A study of Mark designed to discover the literary technique of the evangelist and to discern the theological message of the Gospel. The purpose and achievement of Matthew and Luke. Those who have no New Testament survey in their background must take this course.

**GTH 565 The Gospel of Matthew (3)**

Background to Matthew, the community behind the Gospel. Structure and theology of this Gospel. Relation to Mark, Luke and, to a lesser extent, John.

**GTH 566 The Gospel of Luke (3)**

Luke's two-part work. His view of salvation history. The Christology of Luke. Mission to the world.

**GTH 718 Apocalyptic and the Book of Revelation (3)**

This course concentrates on the Book of Revelation in order to discover its message and discern its contemporary relevance. The liturgical character of this text is also explored. The critical

study of this text is undertaken after a full examination of the apocalyptic background of the writing.

**SYSTEMATIC THEOLOGY****GTH 614 Ecclesiology (3)**

An historical and systematic study of the Church. Origin of the Church; ecclesiologies and church structure in the New Testament period; major historical developments with particular attention to Vatican I and Vatican II. Basic church structures including the teaching office.

**GTH 620 Faith in the Mystery of God Today (3)**

The question of God in a scientific age. The appeal to experience in religion, qualities of religious experience. Faith, reason, doubt and praxis. God and the world; new images. The Christian understanding of God. Prayer to and worship of the one true God.

**GTH 653 Christology (3)**

An historical and systematic study of Jesus of Nazareth. Jesus' public life, crucifixion, resurrection. New Testament Christologies, development of Christological dogma, major contemporary Christologies.

**GTH 657 Grace, the Presence Around Us (3)**

A history and theology of grace. Traditional theologies of grace: Augustine and Aquinas. Contemporary theologies of grace: Rahner, Tillich, Teilhard de Chardin. Christian grace as present in pluralistic secular society, in world religions, and other religious movements.

**GTH 693 Principles of Systematic Theology (3)**

Method and scope of organized Christian belief systems. Biblical theology, dogma, systematic theology. Inter-relatedness of treatises such as: creation, incarnation, redemption, Trinity, grace, Church, eschatology.

**GTH 701 Death, Hope and Eternal Life (3)**

Principles of eschatology. The experiences of evil, suffering and death. The nuclear threat and eschatology. Breakdown and human hope. Need for a new, post-modern framework. Christian symbols of Resurrection, New Creation, and the Second Coming of Christ. Making sense of heaven, hell and purgatory. Living in the shadow of the Cross. Contemporary eschatologies.

**GTH 737 Feminist Theology (3)**

This course examines the issues, methodologies and conclusions of Christian feminist theology as these have evolved over the past 20 years. The objective of the course is to achieve an appreciation of the ecclesial, theological and doctrinal import of the various feminist perspectives, and to critically examine their strengths and weaknesses.

**LITURGICAL AND SACRAMENTAL THEOLOGY****GTH 504 The Sacraments of Initiation (3)**

A biblical, historical, systematic and liturgical treatment of Christian initiation: The Rite of Christian Initiation of Adults with restored catechumenate and its pastoral adaptation to infant baptism, Confirmation and first eucharist. The anthropological, Christological and ecclesial dimensions of sacraments as well as questions common to all sacraments.



**GTH 506 Sacraments and Spirituality (3)**

Relationship between sacraments as ritual celebration and the experience of God in human life. Elements of rite in Christian sacraments and their relationship to Christian living. Liturgical rites as sources for theological reflection. Interrelationship among the sacraments and attention to each as a liturgical event.

**GTH 526 The Worship of the Church (3)**

An introduction to the liturgy. Liturgy as ritual prayer in community. Celebration from early times to present renewal. Theology of worship, the liturgical year, ritual symbols, the church as worshipping community.

**GTH 527 The Eucharist (3)**

Study of symbol as a basis for understanding the eucharist. The meal as a further basis. Eucharistic themes in the New Testament. Changing attitudes toward the eucharist as illustrated in the art and architecture of different periods. Current issues in eucharistic theology: "Real Presence," sacrifice, inter-communion, etc.

**MORAL THEOLOGY****GTH 580 Foundations of Moral Theology (3)**

Basic principles and methods of Catholic moral theology. Character of the moral agent, sin, conscience, role of the Magisterium, use of Scripture, Christ as paradigm of moral life, natural law, moral norms, discernment of spirits.

**GTH 654 Social Ethics (3)**

A critical review of some of the main lines of thought that have developed, especially among Catholics and since Vatican II, concerning five broad areas of social concern: politics, economics, international peace, culture, family.

**GTH 660 Human Sexuality and Christian Living (3)**

Sex and gender as vital elements in moral and religious life. Critical reflection on conventional and unconventional sexual orientation, conjugal and parental behavior, celibacy and social discrimination based on male and female role definitions. All these issues considered in light of Scripture, moral philosophy, and the Church's Magisterial documents.

**GTH 724 Medical Ethics (3)**

A survey of the major moral issues in medical ethics with special emphasis on the role of pastoral ministers and religious educators in medical issues. Topics considered include the human rights of patients, the care of infants and children, the care of the dying, and the problem of justly meeting the health care needs of all people.

**RELIGIOUS EDUCATION****GTH 530 Foundations of Religious Education (3)**

The nature and purpose of catechesis. History and development of catechesis from early Christian times to the present day. Special emphasis on key contemporary documents on catechesis. Practical insights on all levels of faith: children, youth, adults.

**GTH 534 Adult Religious Education/Formation (3)**

Theory and practice of adult religious education-formation. The growing need for adult education, how adults learn, stages of faith development, methods for meeting adult needs. Recent movements such as the Catechumenate, Renew, Christ Renews His Parish.

**GTH 536 The Religious Development of Youth (3)**

Religious and psychological patterns of development. Renegotiating new family relationships and peer relationships. Search for an image and experience of God. Theory of adolescence. Symbol systems, alienation, fellowship, prayer.

**GTH 537 Psychological and Religious Development (3)**

Psychological and religious development of children, youth, adults. Contemporary theory and research and implications for religious education. Psychoanalysts, cognitive developmentalists, social learning theorists, humanistic psychologists.

**SPIRITUALITY AND PASTORAL MINISTRY****GTH 627 Interpreting Religious Life (3)**

The common call to discipleship and the variety of Christian vocations and their specific relationship to the Church and to the world. The charisms proper to religious life. The history and meaning of the vows. Problems in religious life today. Adaptation to modern needs.

**GTH 651 Spiritual Direction (3)**

Basic principles of spiritual direction. Differences between pastoral counseling, psychotherapy, spiritual direction. Sources of spiritual self-direction: the Church's liturgy, the liturgical year. The ways in which an individual or group can help persons to listen and respond to God through their own concrete life experiences.

**GTH 652A The Theology and Forms of Prayer (3)**

Understanding one's own prayer life. Prayer in the New Testament. Different forms of Christian prayer: liturgical, private, mental, devotions—and their development in history and in different cultural situations.

**GTH 659 History of Christian Spirituality (3)**

Study of the periods in the development of Christian Spirituality and of the writings of such major figures as: Augustine, Bernard, Hildegard of Bingen, Eckhart, Ignatius of Loyola, Teresa of Avila, John of the Cross, Thomas Merton.

**GTH 662 Thomas Merton and American Spirituality (3)**

The human and spiritual journey of Thomas Merton. Ambiguities of his thought and the reason for this universal appeal. Nature of the American religious experience and those elements of it symbolized and reinforced by Thomas Merton.

**GTH 698 Introduction to Pastoral Counseling (3)**

A presentation of practical techniques in individual and group pastoral counseling. Some of the topics included in this course are: the art of questioning, interview stages, active listening, dealing with negative emotions, and crisis intervention. In addition, information on the psychology and spirituality of pastoral care will be covered.

**GTH 703 Pastoral Counseling: Self-Awareness and Ministry (3)**

Use of psychological and theological concepts to uncover and develop one's self-awareness and personal coping skills. Topics such as: self-evaluation, essentials of pastoral counseling, techniques in appreciating one's own personality, dealing with pressure, cognitive distortions, Christian masochism, counter-transference, integrating theology of hope with the psychology of stress, addressing apathy and anger.

### **GTH 712 Spiritual Direction and Mid-Life Development (3)**

The spiritual and psychological challenges of the mid-life period. Ways in which spiritual direction facilitates mid-life religious development. People's imagery of themselves, others and God and the way they process their life story as well as various interpersonal dynamics. The director's role in developing a more vital faith relationship and faith vision.

### **GTH 895 Clinical Pastoral Education (6)**

Available each year in cooperation with the Medical Center Hospital of Vermont. Program is fully accredited by the National Association for Clinical Pastoral Education. Inquire for more information.

## ***Electives***

Some elective courses are offered occasionally and not listed above. More are added each year according to need and opportunity.

**GTH 545 Women and Ministry (3)**

**GTH 656 Themes in the Theology of the Spiritual Life (3)**

**GTH 661 The Vocation, Mission and Ministry of the Laity (3)**

**GTH 686 The Holy Land (Optional 3)**

**GTH 687 Italy Trip (Optional 3)**

**GTH 694 Ministries in the Church Today (3)**

**GTH 696 The Contemporary Christian Family (3)**

**GTH 703 Self-Awareness and Ministry (3)**

**GTH 711 Contemporary Models of Spirituality (3)**

**GTH 726 Theology of Liberation (3)**

**GTH 738 Liturgical Catechesis (3)**

**GTH 739 Music, The Arts and the Praises of God (3)**

**GTH 740 Spiritual Identity (3)**



## ADMINISTRATIVE OFFICERS

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### President

Assistant to the President for Research and Planning  
Director of Campus Ministry

Paul J. Reiss, Ph.D.  
Rev. Richard M. Myhalyk, S.S.E.  
Rev. Michael P. Cronogue, S.S.E.

### Vice President for Academic Affairs

Dean of Undergraduate Admissions  
Dean of Center for International Programs  
Director of Continuing Education  
Director of Financial Aid  
Director of the Library  
Director of Media Services  
International Student Advisor  
Registrar

David LaMarche  
Jerry E. Flanagan  
Anne M. Woolfson  
James C. Jackson  
Nelberta A. Lunde  
Patricia Suozzi  
Bro. Thomas Berube, S.S.E.  
Richard O. Gamache  
John Sheehy

### Graduate Program Directors:

Administration and Management  
Clinical Psychology  
Education  
Special Education  
Teaching English as a Second Language  
Theology and Pastoral Ministry

Debra M. Murphy  
Ronald B. Miller, Ph.D.  
Aostre Johnson, Ed.D.  
Karin VanDerlip  
Anne Woolfson  
Rev. Edward J. Mahoney, Ph.D.

### Vice President for Administration and Business

Associate Vice President for Budget  
Director of Computer Services  
Director of Personnel  
Director of Physical Plant  
Director of Safety & Security  
Controller

John T. Gutman  
Ernest A. Guilmain  
Denis G. Stratford  
Patricia Slattery  
Timothy M. Pedrotty  
TBA  
Steven Karcher

### Vice President for Institutional Advancement

Associate Vice President for Alumni Relations and Development  
Director of Alumni  
Director of Foundation/Corporate Relations  
Director of Public Information

Anne M. Berry  
Richard V. DiVenere  
Debra E. Salisbury  
TBA  
Buff Lindau, Ph.D.

### Vice President for Student Affairs

Director of Athletics  
Director of Health Services  
Director of Residence Life  
Director of Student Activities  
Director of Student Resource Center

Michael D. Samara  
Edward P. Markey  
Sonia A. Kiszka  
Louis DiMasi  
Jennifer F. Cernosia  
David Landers, Ph.D.

## GRADUATE FACULTY

---

### ADMINISTRATION

Robert F. Aiken M.S.  
Saint Michael's College

Paul D. Albro M.B.A.  
University of Massachusetts

M. Birger Benson M.B.A.  
Harvard Graduate School of Business Administration

John C. Carvellas Ph.D.  
Syracuse University

James E. Catone Ed.D.  
University of Massachusetts

Jon Crystal M.B.A.  
Sloan School of M.I.T.

Michael Garrett M.B.A.  
University of Nevada

John J. Hanagan Ph.D.  
University of Toronto

Michael Hillinger Ph.D.  
Rutgers University

Joanne LaBrake M.Ed.  
Saint Michael's College

David LaMarche M.B.A.  
Boston University

Ronald N. Lazzaro M.B.A.  
LaSalle University

Margaret Leahey Ph.D.  
The Johns Hopkins University

Robert Letovsky M.B.A.  
University of Toronto

Brian Lewis M.A.  
Purdue University

Ted J. Mable Ph.D.  
Boston University

Rev. Edward J. Mahoney Ph.D.  
Catholic University of Louvain

Tamara Mullarky M.B.A.  
Rensselaer Polytechnic Institute

Debra Murphy M.B.A.  
George Washington University

Janet Scarf M.B.A.  
Tuck School of Business Administration at Dartmouth

Joanne Scott M.B.A.  
Tuck School of Business Administration at Dartmouth

Johnnie Stones Ph.D.  
University of Colorado

Patricia A. Walton M.P.A.  
University of North Carolina

Sally Weary M.B.A.  
McGill University

### CLINICAL PSYCHOLOGY

Jeffrey Adams Ph.D.  
SUNY/Buffalo

Robert Barasch Ph.D.  
Yeshiva University

Leora Black Ph.D.  
Purdue University

David Celani Ph.D.  
University of Vermont

Annamarie Cioffari Ph.D.  
University of Vermont

William Dowdall Ph.D.  
University of Maryland

Joyce Edwards Ph.D.  
University of Vermont

Donald Hillman Ph.D.  
Harvard

Barry Krikstone Ph.D.  
Southern Illinois

Regis Langelier Ph.D.  
U. of S. California

Robert Lavalley Ph.D.  
University of Vermont

Ronald Miller Ph.D.  
University of Vermont

Mimi Pantuhova Psy.D.  
Antioch University

David Ritter Ed.D.  
Pennsylvania State University

Naomi Shapiro MSW  
University of Connecticut

### EDUCATION

Linda Amsden M.A.  
Goddard College

James Callahan M.A.  
Lowell State

Judy Candido M.Ed.  
Boston College

Dominique Casavant Ph.D.  
University of Vermont



Connie Curtin M.Ed.  
University of Vermont

Christopher Dermody M.Ed.  
University of Vermont

Judith Hillman Ph.D.  
University of Nebraska

Aostre Johnson Ed.D.  
University of N. Carolina at Greensboro

Anne Judson C.A.S.  
Tufts University

Susan Kuntz Ph.D.  
Syracuse University

Garrett Livermore M.A.  
Teacher's College Columbia University

Reid Lyon Ph.D.  
University of Mexico

Jane Miller M.Ed.  
University of Vermont

Louisa Cook Moats Ed.D.  
Harvard University

Connie Norris M.Ed.  
University of Vermont

Yvette Pigeon M.Ed.  
University of Vermont

Merryl Pisha M.Ed.  
Saint Michael's College

Lena Renstrom Ph.D.  
University of Göteborg

John Rinaldi M.Ed.  
Saint Michael's College

Joan Robinson M.Ed.  
Rutgers University

Laima Ruoff Ph.D.  
University of Washington

Naomi Shapiro MSW, ASW  
University of Connecticut

Mahesh Sharma M.A.  
Rajasthan University

Carol Smith M.Ed.  
University of Vermont

Roy Smith Ed.D.  
Boston College

Christopher Stevenson Ph.D.  
University of Connecticut

Denis Stratford M.A.  
Manhattan College

Marian Stroud M.Ed.  
London University

Fran Toomey Ph.D.  
University of Vermont

Karin VanDerlip M.Ed.  
Saint Michael's College

## TEACHING ENGLISH AS A SECOND LANGUAGE

Mahmoud T. Arani Ph.D.  
State University of New York at Buffalo

Abdulkader Ezzaki Ph.D.  
Temple University

Sarah E. Cummings M.A.  
Saint Michael's College

Carolyn B. Duffy M.A.  
The American University

Daniel W. Evans Ph.D.  
University of Texas

Robert P. Fox Ph.D.  
University of Illinois at Urbana-Champaign

Christine Irving-Niakaris M.A.  
Reading University

Kathleen Mahnke Ph.D.  
Indiana University

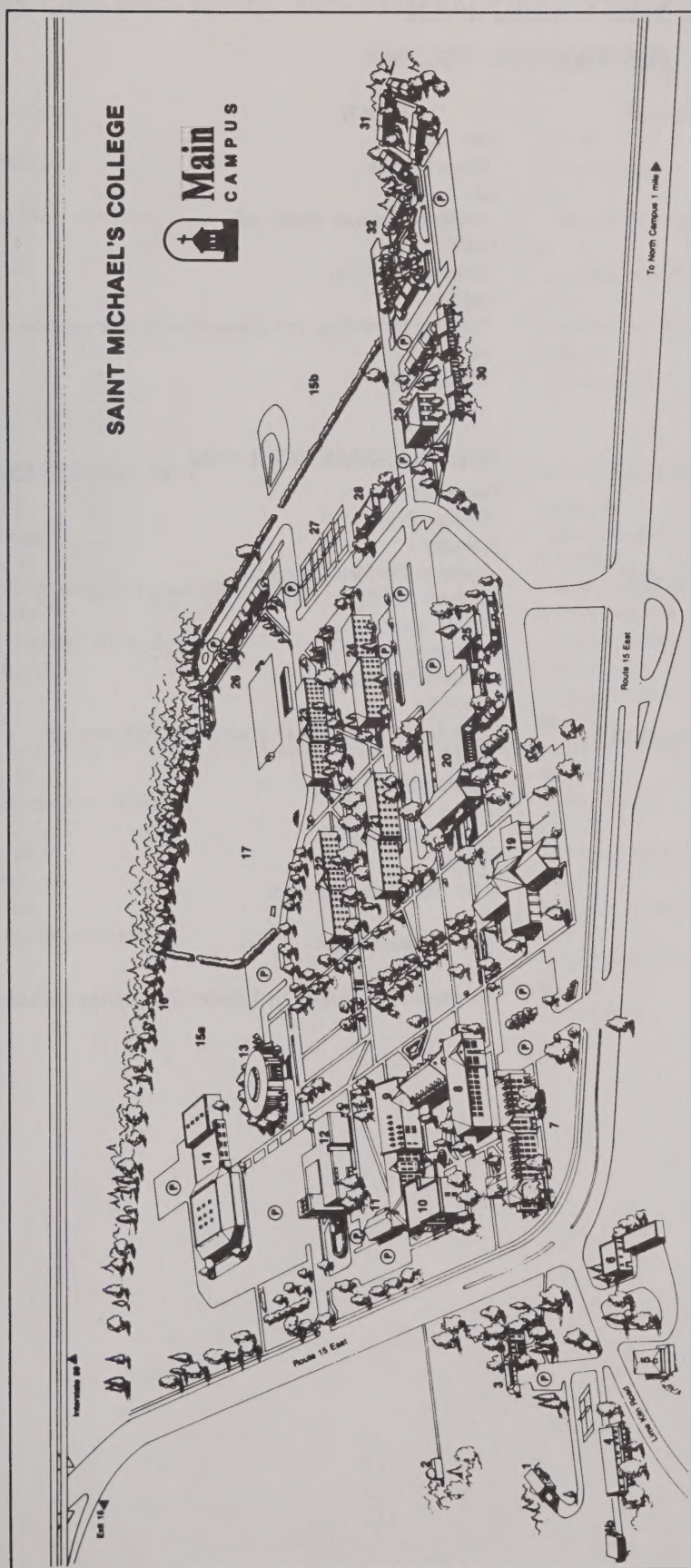
Eugene O'Neill M.A.  
University of Connecticut

Yvonne Stapp Ph.D.  
Georgetown University

Alice M. Thayer M.A.  
Saint Michael's College

## THEOLOGY AND PASTORAL MINISTRY

See Theology & Pastoral Ministry Concentrations for Faculty



## Key

### Saint Michael's College MAIN CAMPUS

- 1 President's House
- 2 Holcomb Observatory
- 3 Prevel Hall
- 4 Fr. Salmon Hall
- 4b Rescue Garage
- 5 St. Joseph's Hall

### Saint Michael's College NORTH CAMPUS

- 33 Eihann Allen Apartments 100
- 34 Eihann Allen Apartments 101
- 35 Eihann Allen Apartments 102
- 36 Eihann Allen Apartments 103

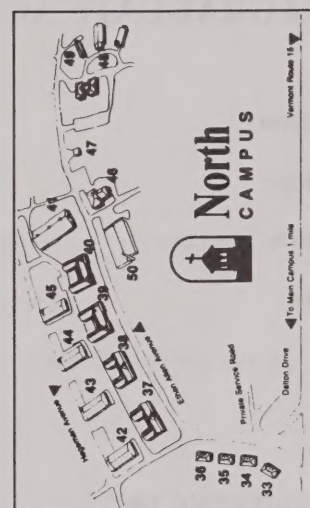
- 6 Senior Hall
- 7 Founders Hall\*
- 8 Cherry Science Hall\*
- 9 St. Edmund's Hall\*
- 10 Jeremy Hall\*
- 11 Klein Center Admissions Office\*
- 12 McCarthy Arts Center\*
- 13 Durack Library\*
- 14 Ross Sports Center\*
- 15a Field Hockey Athletic Fields
- 15b Athletic Fields (in preparation)
- 16 Cross-Country Ski Trail
- 17 Doc Jacobs Athletic Field
- 18 Dupont Tower
- 19 Chapel of Saint Michael the Archangel\*
- 20 Allot Student Center\*
- 21 Joyce Hall\*
- 22 Lyons Hall
- 23 Alumni Hall
- 37 Hamel Hall SMC Child Care Center
- 38 Purtil Hall
- 39 Dupont Hall
- 39a Sloane Art Center AFROTC
- 40 North Campus Gym
- 42 Receiving

- 24 Ryan Hall
- 25 Nicole Hall
- 26 300 Series Townhouses\*
- 27 Tennis Courts
- 28 Bergeron Education Center\*
- 29 Hodson Hall\*
- 30 100 Series Townhouses\*
- 31 200 Series Townhouses\*
- 32 International Houses and International Commons Building

- 49 Vermont Public Radio
- 50 Vermont Educational Television

P Parking

\*Accessible to handicapped





**1993-94 GRADUATE ACADEMIC CALENDAR****SUMMER SESSION 1993****Term I**

May 17  
Classes Begin  
May 31  
Memorial Day - no classes  
June 25  
Classes End

**Term II**

June 28  
Classes Begin  
July 2  
Intent to Graduate Forms due  
July 4  
Independence Day  
August 1  
Last day for making up I grades from Spring semester  
August 6  
Classes End

**FALL SEMESTER 1993**

September 7  
Classes Begin  
September 20  
Last day for making up I grades from Summer Session I  
September 30  
Intent to Graduate Forms due  
October 11 - 12  
Holiday  
November 1  
Last day for making up I grades from Summer Session II  
November 24  
Thanksgiving recess begins at  
11:30 a.m.  
November 29  
Classes Resume  
December 18  
Last day of classes/exams

**SPRING SEMESTER 1994**

January 10  
Classes Begin  
February 1  
Intent to Graduate Forms due  
February 19 - 27  
Winter Recess  
February 28  
Classes Resume  
March 14  
Last day for making up I grades from Fall semester  
April 1 - 4  
Easter Recess  
April 5  
Classes Resume  
May 3  
Last day of classes/exams  
May 7  
Baccalaureate Mass  
May 8  
Graduation for making up I grades from Spring semester

# 1994-95 GRADUATE ACADEMIC CALENDAR

## SUMMER SESSION 1994

### Term I

May 18  
Classes Begin  
May 30  
Memorial Day - no classes  
June 24  
Classes End

### Term II

June 26  
Classes Begin  
July 1  
Intent to Graduate Forms due  
July 4  
Independence Day - no classes  
August 1  
Last day for making up I grades from Spring semester  
August 5  
Classes End

## FALL SEMESTER 1994

September 6  
Classes Begin  
September 19  
Last day for making up I grades from Summer Session I  
September 30  
Intent to Graduate Forms due  
October 10 - 11  
Holiday  
November 1  
Last day for making up I grades from Summer Session II  
November 23  
Thanksgiving recess begins at  
11:30 a.m.  
November 28  
Classes Resume  
December 17  
Last day of classes/exams

## SPRING SEMESTER 1995

January 9  
Classes Begin  
February 1  
Intent to Graduate Forms due  
February 18 - 26  
Winter Recess  
February 27  
Classes Resume  
March 14  
Last day for making up I grades from Fall semester  
April 14 - 17  
Easter Recess  
April 18  
Classes Resume  
May 9  
Last day of classes/exams  
May 13  
Baccalaureate Mass  
May 14  
Graduation

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Winooski Park

# SAINT MICHAEL'S COLLEGE

Colchester, Vermont 05439